DOCUMENT RESUME

ED 154 846 JC 780 233

AUTHOR Eberhard, Michael R.
TITLE A Proposal for a Flexible Trimester Calendar.
INSTITUTION San Bernardino Community Coll. District, Calif.
PUB DATE 10 Apr 78
NOTE 84p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Community Colleges; Courses; *Junior Colleges; Program Length; Program Planning; Quarter System; Scheduling; *School Calendars; Summer Schools; Time Blocks; *Trimester Schedules
IDENTIFIERS 4 1 4 Plan; California

ABSTRACT

Before outlining a proposal for a flexible trimester calendar to replace the traditional semester system at San Bernardino Community College, other alternatives such as the early semester, 4-1-4, and quarter systems are reviewed. The proposed trimester system, developed in accordance with the California Flexible Calendar and School Finance in Community Colleges Pilot Program to meet the needs of increasing numbers of nontraditional students, would involve 35 weeks of instruction (the state required minimum of 175 days), divided into two, fourteen-week terms and one seven-week term. The seven-week term offers various options: a regular, unrevised summer session, a full, twelve-week term for courses requiring more time, and a fourteen-week term all of which could run concommitantly with the seven-week session. Term I would begin the day after Labor Day and end mid-December; Term II would begin following a three-week break and run through to mid-April, after which classes would break for two weeks prior to beginning Term III. The problems the new system would present in scheduling the traditional 48 hours of classroom instruction required in three-unit courses are resolved by longer class periods and the benefits that would accrue to students, faculty, and staff are reviewed. Appendices explore scheduling for various programs in the trimester calendar. (TR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED154846

SAN BERNARDINO
COMMUNITY COLLEGE DISTRICT

A PROPOSAL FOR A FLEXIBLE TRIMESTER CALENDAR

JC 780 233

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Michael R. Eberhard

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Michael R. Eberhard
April 10, 1978

TABLE OF CONTENTS

Introduction	1
Early Semester and/or 4-1-4 Systems	2
The Quarter System	8
The Flexible Trimester Calendar	13
Recommendations	37
Appendices:	
A. Scheduling Science Courses in the Proposed Trimester Calendar	39
B. Scheduling the Nursing Program in the Trimester Calendar	46
C. Scheduling Auto Tech Courses in the Trimester Calendar	56
D. Schedule of Class times and Final Exams in the Trimester Calendar	60
E. Training Time Equivalency Table	66
F. Bibliography of Calendar Studies	67

ACKNOWLEDGMENTS

I would like to thank the following individuals who helped me with this study: Terry Maul of Psychology and Bob Turley of Sociology for letting me use some calendar materials; many of the other faculty in the Liberal Arts Building, especially Larry Bertrand and Abelardo Villarreal, for listening to me whenever I could corner them for a few minutes; Luis Simo of the Copy Center for helping me with some reductions; Sharon Swann for typing the earlier version of this report and for handling some correspondence; and finally, and most of all, Lisa Trapp, a student assistant and secretarial science major at SBVC, for doing such a nice job of typing this report. If quite some time passes before she willingly types another chart, I can't say that I would blame her.

A PROPOSAL FOR A FLEXIBLE TRIMESTER CALENDAR

INTRODUCTION

Since I first wrote a proposal for calendar reform about three years ago, I have thought about the subject many times and have spent a considerable number of hours working on different ideas, especially during the past year. I am now more convinced than ever that the traditional semester system has outlived its effectiveness and that our community college district, therefore, ought to make a serious, intense effort to adopt a calendar more responsive to the needs of the majority of our students.

Prompted by the calendar experimentation that has been going on in nearly all parts of the country, the State of California, in 1976, passed legislation allowing colleges in six community college districts - El Camino, Grossmont, Los Rios, Saddleback, San Jose, and West Kern - to operate on experimental calendar systems requiring a minimum of 160 days of instruction rather than 175 as stated in the Education Code, with the remaining days to be used for in-service and/or instruction. The primary concerns of these pilot districts, all of which use an early semester system, have been to end the fall semester before Christmas and to make imaginative and practical use of the non-instructional days made available.

I support what these districts have done. I, too, would like to see the "lame duck" period after Christmas eliminated. I agree that 160 days of instruction in a semester system are adequate and more consistent with other colleges throughout the nation. And I can also appreciate the value of in-service days and intersessions.

But what I find difficult to accept is why California's two-year colleges continue to assume, apparently, that all academic calendars must be either of the semester or quarter system variety. A system that is better suited to the needs of the majority of community colleges and one that I would like to see our district support is a flexible trimester system. Before discussing my proposal, however, I would like to describe briefly two calendar systems which provide alternatives to our present semester calendar, pointing out what appears to me to be their strengths and weaknesses.

EARLY SEMESTER AND/OR 4-1-4 SYSTEMS

The most popular calendar innovation of recent years, beginning in the early sixties, has been the early semester and/or 4-1-4 system. For most colleges, the impetus behind the early semester system has been to eliminate the "lame duck" period following Christmas by beginning the fall semester early enough (usually in the third or fourth week of August) to finish it prior to the winter break. Because the fall semester ends so near Christmas, the spring semester usually does not begin until the third or fourth week of January. If the start of the spring semester is delayed long enough, the time following the first of the year and the beginning of the spring semester is of sufficient length to permit an intersession or mini-term, usually lasting from three to four weeks. (Early semester systems with an intersession are, therefore, called 4-1-4 systems, with the digits representing the approximate length of each term in months and, at some colleges, the number of full courses taken each term.) The spring semester then follows and, with its traditional week-long break near Easter, ends about the last

1979-80
TRADITIONAL SEMESTER CALENDAR
175 Days of Instruction

	M	T	W	Th	F
1979 AUGUST			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	
SEPTEMBER					1
	(3)	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
OCTOBER	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
NOVEMBER				1	2
	5	6	7	8	9
	(12)	13	14	15	16
	19	20	21	(22)	(23)
	26	27	28	29	30
DECEMBER	3	4	5	6	7
	10	11	12	13	14
	(17)	(18)	(19)	(20)	(21)
	(24)	(25)	(26)	(27)	(28)
	(31)				
1980 JANUARY		(1)	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
FEBRUARY					1
	4	5	6	7	8
	11	(12)	13	14	15
	(18)	19	20	21	22
	25	26	27	28	29
MARCH	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	(31)				
APRIL		(1)	(2)	(3)	(4)
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		
MAY				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	(26)	27	28	29	30
JUNE	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				
JULY		1	2	3	(4)
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
AUGUST					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
SEPTEMBER	(1)	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			

August 20-
September 1.....Registration for Fall Semester

September 3.....Labor Day (Holiday)

September 10-
January 30.....Fall Semester (88 days)

November 12.....Veterans' Day (Holiday)
November 22-23.....Thanksgiving Recess

December 17-
January 1.....Christmas-New Year's Recess

January 14-30.....Registration for Spring Semester
January 21-30.....Final Examinations

February 4-June 13.....Spring Semester (87 days)

February 12.....Lincoln's Birthday (Holiday)
February 18.....Washington's Birthday (Holiday)

March 31-April 4.....Spring Recess

April 6.....Easter Sunday

May 26.....Memorial Day (Holiday)

June 4-13.....Final Examinations
June 13.....Commencement
June 16-24.....Registration for Summer Sessions
June 24-August 1.....Summer Session (Six weeks)
June 24-August 15.....Summer Session (Eight weeks)
July 4.....Independence Day (Holiday)

Summary:		
	Fall	88 days
	Spring	87 days
	Total	175 days

1979-80
EARLY START SEMESTER CALENDAR
175 Days of Instruction

	M	T	W	Th	F
1979 AUGUST			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	
SEPTEMBER					1
	(3)	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
OCTOBER	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
NOVEMBER				1	2
	5	6	7	8	9
	(12)	13	14	15	16
	19	20	21	(22)	(23)
	26	27	28	29	30
DECEMBER	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	(25)	26	27	28
1980	31				
JANUARY		(1)	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
FEBRUARY					1
	4	5	6	7	8
	11	(12)	13	14	15
	(18)	19	20	21	22
	25	26	27	28	29
MARCH	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	(31)				
APRIL		(1)	(2)	(3)	(4)
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		
MAY				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	(26)	27	28	29	30
JUNE	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				
JULY		1	2	3	(4)
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
AUGUST					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
SEPTEMBER	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			

August 6-17.....Registration for Fall Semester

August 20-
December 20.....Fall Semester (85 days)

September 3.....Labor Day (Holiday)

November 12.....Veterans' Day (Holiday)
November 22-23.....Thanksgiving Recess

December 12-20.....Final Examinations

January 2-11.....Registration for Spring Semester

January 16-May 30.....Spring Semester (90 days)

February 12.....Lincoln's Birthday (Holiday)
February 18.....Washington's Birthday (Holiday)

March 31-April 4.....Spring Recess

April 6.....Easter Sunday

May 19-30.....Final Examinations
May 26.....Memorial Day (Holiday)
May 30.....Commencement

June 16-20.....Registration for Summer Sessions
June 23-July 31.....Summer Session (Six weeks)
June 23-August 14.....Summer Session (Eight weeks)
July 4.....Independence Day (Holiday)

Summary:	Fall.....85 days
	Spring.....90 days
	Total 175 days

1979-80
EARLY START (4-1-4) SEMESTER CLAENDAR
160 Days of Instruction
15 Days of In-Service/Intersession

1979	M	T	W	Th	F
AUGUST			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	
SEPTEMBER					1
	(3)	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
OCTOBER	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
NOVEMBER				1	2
	5	6	7	8	9
	(12)	13	14	15	16
	19	20	21	(22)	(23)
	26	27	28	29	30
DECEMBER	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	(25)	26	27	28
	31				
1980 JANUARY		(1)	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
FEBRUARY					1
	4	5	6	7	8
	11	(12)	13	14	15
	(18)	19	20	21	22
	25	26	27	28	29
MARCH	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	(31)				
APRIL		(1)	(2)	(3)	(4)
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		
MAY				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	(23)
	(26)	27	28	29	30
JUNE	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				
JULY		1	2	3	(4)
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
AUGUST					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
SEPTEMBER	(1)	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			

August 13-24.....Registration for Fall Semester

August 27-
December 20.....Fall Semester (80 days)

September 3.....Labor Day (Holiday)

November 12.....Veterans' Day (Holiday)
November 22-23.....Thanksgiving Recess

December 3-7.....Registration for Intercession
December 12-20.....Final Examinations

January 2-22.....Intersession and In-Service Period (15 days)
January 7-18.....Registration for Spring Semester

January 23-May 22.....Spring Semester (80 days)

February 12.....Lincoln's Birthday (Holiday)
February 18.....Washington's Birthday (Holiday)

March 31-April 4.....Spring Recess

April 6.....Easter Sunday

May 13-22.....Final Examinations
May 23.....Commencement
May 26.....Memorial Day (Holiday)

June 16-20.....Registration for Summer Sessions

June 23-July 31.....Summer Session (6 weeks)
June 23-August 14.....Summer Session (8 weeks)

July 4.....Independence Day (Holiday)

Summary:		
	Fall Semester.....	80 days
	Intersession.....	15 days
	Spring Semester.....	80 days
	Totals	175 days

week of May, the early finish serving as a kind of balance to or compensation for the early start in August.

Two California community colleges use the 4-1-4 calendar. Cabrillo College, which received special legislation, has a fifteen week fall semester, a four week intersession, and a sixteen week spring semester, for a total of thirty-five weeks of instruction (or, in other words, the state-required minimum of 175 days). Cosumnes River College in the Los Rios District - one of the six districts on the pilot calendar project - has a sixteen week fall semester, a three week intersession, and a sixteen week spring semester, adding up to the same 35 week - 175 day calendar. The intersession at Cosumnes also serves as an in-service period - mandatory for those faculty who choose not to teach during this three week term - and has been, according to recent reports, one which the majority of the faculty have found valuable in a variety of ways, most notably in granting them additional time to improve existing courses and develop new ones. None of the other pilot colleges has yet to use an intersession, all of them opting for the same type of early start calendar having two semesters of approximately eighty days, with the remainder used as in-service days scheduled at various times of the year.

The early semester system has several advantages. First, as indicated above, the fall semester ends before Christmas, thereby eliminating the "lame duck" period and minimizing the difficulties students have in transferring to other colleges and universities on the early semester or quarter system. Second, converting from the traditional semester to the early semester system presents few administrative problems, requiring virtually no changes in curriculum, scheduling patterns, teaching loads, etc. A third advantage is that students, in finishing the spring semester early, often have better opportunities to find employment. Finally, the intersession, if the college has one, provides an opportunity for the

faculty to offer a greater number of innovative courses, perhaps of a kind neither practical nor possible in the regular semester.

The disadvantages of this calendar depend on certain variables such as climate, the calendar system used by neighboring colleges and universities, and, of prime importance, the minimum number of instructional days required. Bakersfield College, for example, switched to this system in the fall semester of 1974, only to return to the traditional system after three years. But Bakersfield had to operate the system at a disadvantage because the college was not on any experimental project and had to use 175 days of instruction (with no intersession or in-service period), forcing a mid-August beginning to the fall semester. Among the reasons given for not wanting to remain on the early system (and I suppose these reasons could in a larger sense be thought of as typical "disadvantages" in most 175 day early-semester systems) were that August is a vacation month, that August is "too damn hot," that many evening division students enrolled late, that fewer mothers were able to attend because their children did not return to school until two or three weeks later, that students with summer jobs had less opportunity to work when jobs were most available, that the college was losing students to the state college (which did not start its school year until late September), that high-school concurrent enrollment was practically non-existent, that the so-called "lame duck" period after Christmas was indeed beneficial in some disciplines and ought not to have been done away with, and that the summer session was scheduled right in the middle of the summer vacation, leaving no extended time period on either side. And these were not the only reasons given.

The colleges presently on the experimental pilot project apparently do not have all of these difficulties, or at least not to the same degree. Reducing the required number of days of instruction to 160 has relieved

some of the pressure on the fall semester, allowing these colleges to start perhaps a week later than Bakersfield did, thereby lessening the effect of some of the problems mentioned above. Some trouble spots, however, remain. In starting as late in August as possible, the fall semester in all of the pilot calendars extends to just a few days before Christmas (in some cases as late as December 23) making it difficult for mothers to finish term projects, take final exams, and prepare for Christmas - with their children already on vacation - and for other students trying to do the same school work while holding down Christmas jobs. Also, the fifteen-day (or in one case, twenty-day) intersession has been unpopular not only with those students who feel it unnecessarily delays the start of the spring semester but with some teachers who regard the three or four week period of instruction to be of little value in their own disciplines.

Nevertheless, the benefits of the early semester calendar, of the intercession, and of a period of in-service days have been recognized by a large majority of all segments of the college population - administration, faculty, staff, and student body. When one considers that these ideas were first used in the early sixties and have now spread to hundreds of colleges throughout the nation, it is unreasonable to deny that they must have some value.

THE QUARTER SYSTEM

A second alternative to the traditional semester system is the quarter system, each one of three terms averaging about fifty-eight days in a 175-day calendar and fifty-three days in a 160-day calendar. Because the fall quarter is completed before the winter break, there is no "lame duck"

1979-80
TRADITIONAL QUARTER CALENDAR
175 Days of Instruction

1979	M	T	W	Th	F
AUGUST			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	
SEPTEMBER					1
	(3)	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
OCTOBER	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
NOVEMBER				1	2
	5	6	7	8	9
	(12)	13	14	15	16
	19	20	21	(22)	(23)
	26	27	28	29	30
DECEMBER	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	(25)	26	27	28
1980	31				
JANUARY		(1)	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
FEBRUARY					1
	4	5	6	7	8
	11	(12)	13	14	15
	(18)	19	20	21	22
	25	26	27	28	29
MARCH	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				
APRIL		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		
MAY				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	(26)	27	28	29	30
JUNE	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				
JULY		1	2	3	(4)
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
AUGUST					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
SEPTEMBER	(1)	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			

September 3.....Labor Day (Holiday)
September 4-14.....Registration for Fall Quarter

September 18-
December 14.....Fall Quarter (61 days)

November 12.....Veterans' Day (Holiday)

December 10-14.....Final Exams for Fall Quarter
December 10-21.....Registration for Winter Quarter

January 2-March 21.....Winter Quarter (56 days)

February 12.....Lincoln's Day (Holiday)
February 18.....Washington's Day (Holiday)

March 17-21.....Final exams for Winter Quarter
March 17-28.....Registration for Spring Quarter

March 31-June 19.....Spring Quarter (58 days)

April 6.....Easter Sunday

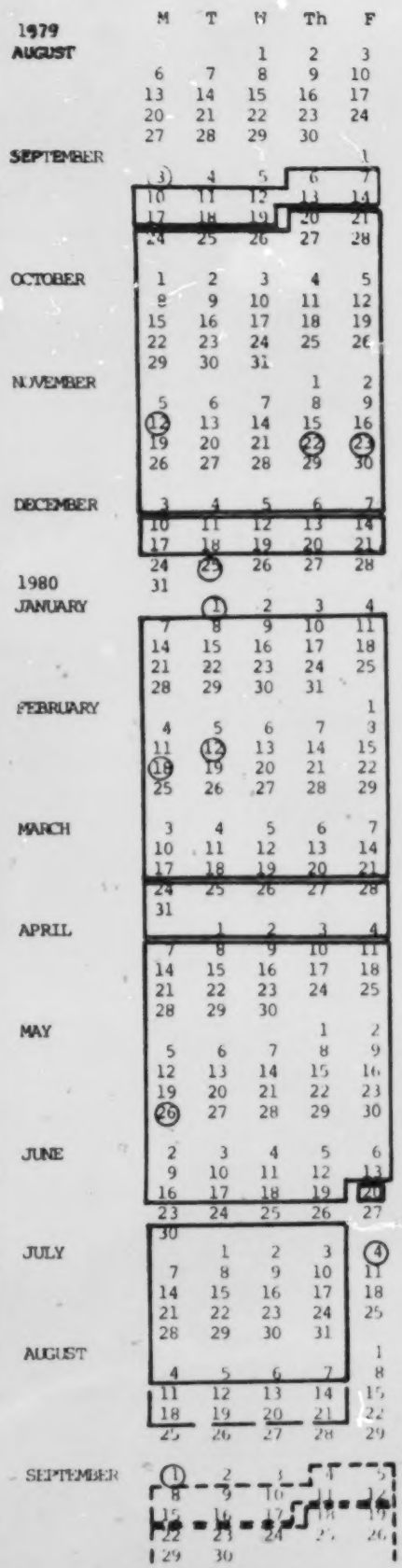
May 26.....Memorial Day (Holiday)

June 13-19.....Final Exams for Spring Quarter
June 20.....Commencement
June 23-27.....Registration for Summer Sessions

June 30-August 7.....Summer Session (6 weeks)
June 30-August 21.....Summer Session (8 weeks)

July 4.....Independence Day (Holiday)

Summary:		
	Fall Quarter	61 days
	Winter Quarter	56 days
	Spring Quarter	58 days
	Total	175 days



	M	T	W	Th	F
1979 AUGUST			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	
SEPTEMBER					1
	(3)	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
OCTOBER	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
NOVEMBER				1	2
	5	6	7	8	9
	(12)	13	14	15	16
	19	20	21	(22)	(23)
	26	27	28	29	30
DECEMBER	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	(25)	26	27	28
	31				
1980 JANUARY		(1)	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
FEBRUARY					1
	4	5	6	7	8
	11	(12)	13	14	15
	(18)	19	20	21	22
	25	26	27	28	29
MARCH	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				
APRIL		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		
MAY				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	(26)	27	28	29	30
JUNE	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				
JULY		1	2	3	(4)
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
AUGUST					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
SEPTEMBER	(1)	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			

1979-80
QUARTER CALENDAR
160 Days of Instruction
15 Days of In-Service

September 3.....Labor Day (Holiday)

September 6-19.....1st In-Service Period (10 days)* and Registration for Fall Quarter

September 20-December 7.....Fall Quarter (54 days)

November 12.....Veterans' Day (Holiday)
November 22-23.....Thanksgiving Recess

December 3-7.....Final Exams for Fall Quarter

December 10-21.....2nd In-Service Period (10 days)* and Registration for Winter Quarter

January 7-March 21.....Winter Quarter (53 days)

February 12.....Lincoln's Birthday (Holiday)
February 18.....Washington's Birthday (Holiday)

March 17-21.....Final Exams for Winter Quarter

March 24-April 4.....3rd In-Service Period (10 days)* and Registration for Spring Quarter

April 6.....Easter Sunday

April 7-June 19.....Spring Quarter (53 days)

May 26.....Memorial Day (Holiday)

June 13-19.....Final Exams for Spring Quarter
June 20.....Commencement
June 23-27.....Registration for Summer Sessions

June 30-August 7.....Summer Session (Six weeks)
June 30-August 21.....Summer Session (Eight weeks)
July 4.....Independence Day (Holiday)

Summary:	
	Fall Quarter.....54 days
	Winter Quarter...53 days
	Spring Quarter...53 days
	Total class days.160 days
	In-Service.....15 days
	Total 175 days

*A faculty member would need to participate in 15 of the 30 in-service days in this calendar.

period, nor is there any difficulty for students who transfer during the year to colleges and universities on quarter systems. Other advantages include a more extensive sequence of courses, possibly a lower attrition rate, a shorter waiting period for students who have dropped a course and wish to attempt it again, less wasted time (according to some sources), fewer courses each term for students and faculty (especially if the college is on a 3-3 quarter plan), and more weekly contact between students and faculty.

Some of the disadvantages of the quarter system when compared with the semester system are administrative, the third term requiring an additional registration, schedule, and final exam period, plus increased record keeping (such as grades, census reports, etc.). Other problems are of an academic nature, among them being that students have less time to absorb course content (or make up work if they fall behind) and that most evening students are required to attend a course two nights per week for two or two and one-half hours or one night a week for four hours (since the typical three-unit semester course's equivalent is either a four-unit or five-unit quarter course). In addition to the above difficulties, there would be, for our colleges, a most time-consuming and expensive conversion from our present semester system - requiring a revision of the entire curriculum - and the uneasy task of establishing teaching loads. The typical annual load of ten 3-unit semester courses is the equivalent to forty-five quarter units, which can be met in a variety of ways: three 5-unit courses per quarter (nine courses, forty-five units), four 5-unit courses and six 4-unit courses (ten courses, forty-four units), eleven 4-unit courses (forty-four units), or ten 4-unit courses (fourty units). The first two alternatives would probably satisfy both our administration and faculty, but not the third, which would increase the instructor's

course load by one, nor the fourth, which would reduce the weekly student contact hours (unless minimum class sizes were increased by about ten percent). In all cases, the four-unit and five-unit courses would be unpopular in the evening division, a majority of students and faculty most likely preferring the present one 3-hour meeting per week for a 3-unit semester course. The three-unit quarter course which could meet for one 3-hour meeting per week in the evenings is an unworkable day-time alternative since it would require fifteen such courses from each instructor per year to meet the semester system equivalent. The quarter system which would seem to fit all students best — a schedule of three-unit courses at night and four- and five-unit courses during the day — would probably be an administrative nightmare.

Although the most often voiced complaint about the quarter system is that it is too rushed, community college students who are on it seem to prefer it over the semester system. For example, eighty-eight percent of the students responding at Chabot College and seventy-nine percent at College of the Redwoods voted in favor of staying on the quarter system. The faculty was less supportive, with the figures falling to fifty-nine percent at College of the Redwoods and thirty-eight percent at Chabot.

I am not trying to suggest that the quarter system is inferior to the semester system. Those community colleges using it, such as Chabot College and College of the Redwoods, are apparently satisfied with it. I do feel, however, that a college on a semester system should, if it wants to change its calendar, look beyond the alternatives described above - the early semester (4-1-4) system and quarter system - and carefully study the possibilities for real reform inherent in the state's more flexible attitude toward the 175-day school year. Any college to do so could, perhaps, develop a plan unique in the California community

college system, a plan responsive to the scheduling needs of the students, the professional growth of the faculty, and the financial stability required by the administration.

THE FLEXIBLE TRIMESTER CALENDAR

All colleges on the pilot-calendar project have, unfortunately, chosen the same approach, more or less, to flexible calendars. In doing so, none has taken full advantage of the state's almost open-ended invitation to innovation, AB 2232,* two parts of which are particularly fascinating to anyone who has taken the time to think seriously about calendar reform. The first is section 55708 d, the definition of "credit hour":

> One semester credit hour of Community College work is approximately 48 hours of lecture, study, recitation, demonstration-discussion, and laboratory work or any combination thereof, over any period of time.

This phrase, "over any period of time," replaces the words of Section 25518.5 of the State Education Code, "a term of 16 weeks." It is true that the Education Code provides for short term courses, but for the first time, as far as I know, the 16-week term is not mentioned in the definition of a credit hour. This open-endedness is made even more apparent in section 55714, "Calendar Configurations":

> The pilot program allows for a wide variety of possible calendar configurations. Any calendar and course schedule plan is feasible including, but not limited to, the following:
>
> (a) 4-1-4, two sixteen week semesters with four-week intercession.
>
> (b) Early semester, with the fall semester ending in December.

*"Pilot Program, Flexible Calendar and School Finance in Community Colleges," passed by the California State Legislature in 1976.

(c) Traditional semester or quarter, but with variable credit courses.

(d) Traditional semester or quarter, but with significant use of short courses of varying lengths and/or modular instruction.

(e) Instruction made up entirely or primarily of modules shorter than the traditional term.

Specific college calendars shall be determined by the district governing board. Number and length of courses and sessions or terms scheduled during the academic year shall be determined by the governing board of the district.

This legislation, of course, applies only to those community colleges on the pilot program. But the above passages do, in fact, indicate the state's willingness to try any "feasible" idea to improve the quality of education. The time has come for some community college district to develop and support a flexible calendar which will realize the full potential of the state's more liberalized attitudes.

As I mentioned earlier, a consideration for the needs of the majority of students is the logical starting point for any calendar-reform study. The typical community college student is no longer the recent high-school graduate carrying a full load, as might have been the case years ago. Instead, a person in his or her late twenties or older, carrying a part-time load and having, perhaps, higher priority commitments elsewhere, either at home or at a job or both, is the student whom one is most likely to notice in such large numbers, especially in evening classes, in the community college today. The calendar system I am proposing will, I hope, be attractive to this part-time student, without being in any way detrimental to the full-time students. All students - full-time or part-time, day or evening, transfer or non-transfer - will find opportunities here that are not available in any other system.

Whenever I look at our present semester calendar, I see two problems with it: first, the seventeen and one-half week semesters are too long and, second, the fall semester has that "lame duck" period following

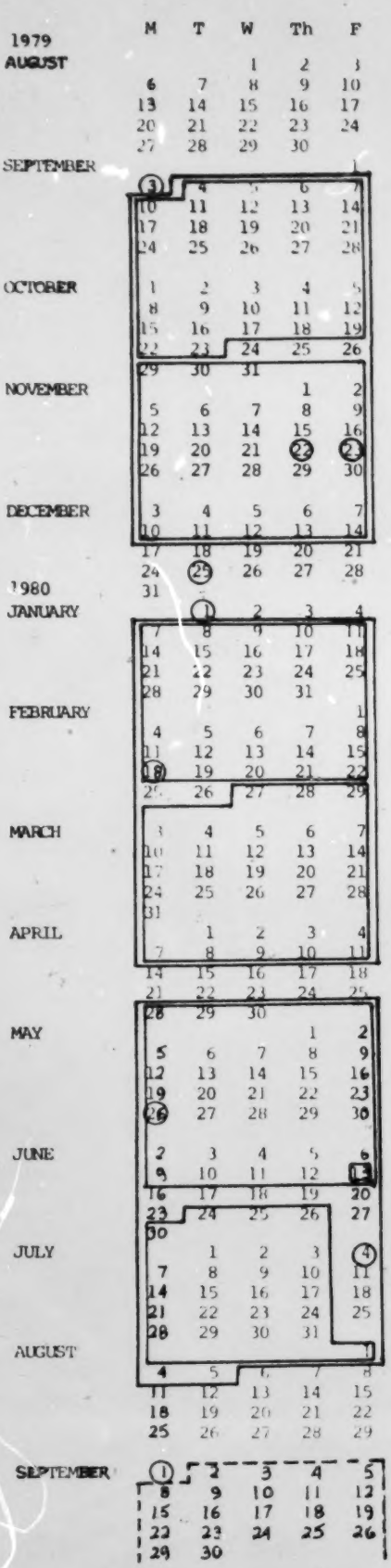
Christmas. If we had sixteen week semesters, we would have a thirty-two week school year, but because the Education Code calls for thirty-five weeks (175 days), we would have three weeks left over. Also, even if we had sixteen week semesters and ended the fall semester before Christmas, we would have a calendar still beset with some undesirable features as indicated above. So, not seeing anything magic in a sixteen week term, I have chosen one of fourteen weeks, a length of time that fits rather nicely into the period after Labor Day and before Christmas. Finally, I have called this term a trimester because three of them will fit comfortably into a calendar year (September to August).

The proposed trimester plan in its simplest form, therefore, consists of thirty-five weeks of instruction (the state-required minimum of 175 days), divided into two terms (Term I and Term II) of fourteen weeks (approximately seventy days each for a total of 140 days), and one term (Term IIIA) of seven weeks (approximately thirty-five days). Also, because Terms I and II can each be divided into two terms of seven weeks (Terms IA and IB and Terms IIA and IIB), the district could offer five opportunities for short-term courses in the September-June school year.

Term III itself offers four options. In addition to the seven-week Term IIIA, there would also be the regular summer session (Term IIIB), in no way different from the traditional one; a twelve week full term (Term III) suitable for most disciplines; and a fourteen week full term (Term III) for those disciplines which need the additional two weeks. Term IIIA, Term III (twelve weeks) and Term III (fourteen weeks) would all start on the same day. There would be a one week break between Terms IIIA and Term IIIB (summer session).

Term I would begin the day after Labor Day and end approximately December 15. Following a three week break, during which time students

1979-80
TRIMESTER CALENDAR
175 Days of Instruction



August 20-
September 1.....Registration for Terms I and IA

September 3.....Labor Day (Holiday)

September 4-
December 14.....Term I (72 days)

September 4-
October 23.....Term IA (36 days)

October 24-26.....Registration for Term IB

October 29-
December 14.....Term IB (33 days)

November 22-23.....Thanksgiving Recess

December 10-14.....Final Examinations for Term I

December 17-21.....Registration for Terms II and IIA
January 2-4..... " " " " " "

January 7-April 11.....Term II (69 days)

January 7-
February 22.....Term IIA (34 days)

February 15 (Friday)...Lab for all Monday lab sections
February 18.....Washington's Day (Holiday)
February 25-26.....Registration for Term IIB

February 27-April 11...Term IIB (33 days)

April 6.....Easter Sunday
April 7-11.....Final Examinations for Term II

April 21-25.....Registration for Terms III and IIIA
April 28-July 17.....Term III (twelve weeks - not shown)
April 28-August 5.....Term III (fourteen weeks)

April 28-June 13.....Term IIIA (34 days)

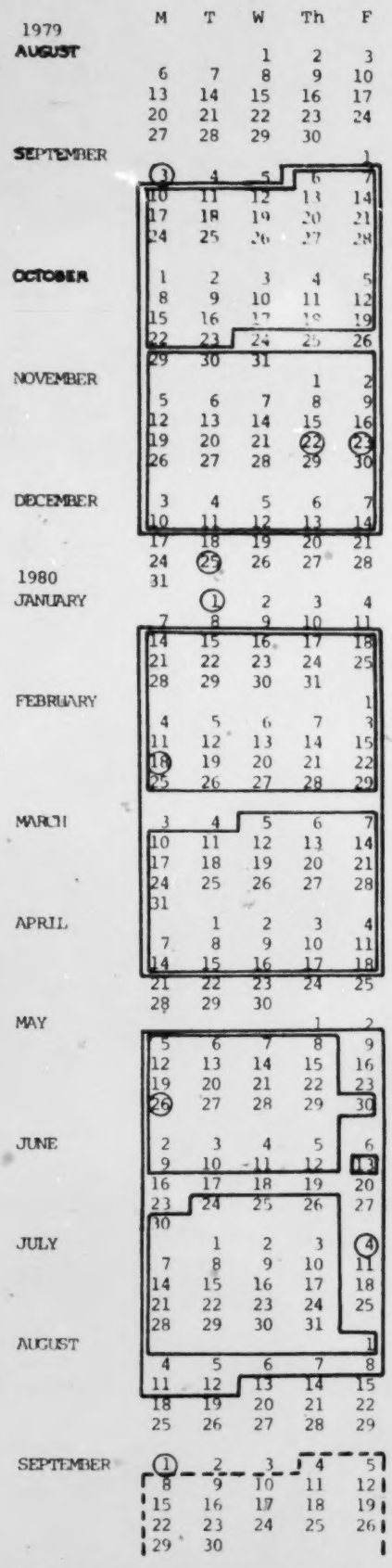
May 26.....Memorial Day (Holiday)

June 11-13.....Final Examinations for Term IIIA
June 13.....Commencement
June 16-20.....Registration for Term IIIB
(Summer Session)
June 24-August 1.....Term IIIB (Summer Session)
July 4.....Independence Day (Holiday)

July 30-August 5.....Final Exams for Term III

Summary:		
	Term I	72 days
	Term II	69 days
	Term IIIA	34 days
	Total	175 days

1979-80
TRIMESTER CALENDAR
163 Days of Instruction
12 Days of In-Service



August 20-September 1....Registration for Terms I and IA

September 3.....Labor Day (Holiday)

September 6-
December 14.....Term I (70 days)

September 6-
October 23.....Term IA

October 24-26.....Registration for Term IB

October 29-
December 14.....Term IB

November 22-23.....Thanksgiving Recess

December 10-14.....Final Exams for Term I

January 2-11.....Registration for Terms II and IIA

January 14-April 18.....Term II (69 days)

January 14-
February 29 .....Term IIA

February 15.....Lab for all Monday lab sections.
February 18.....Washington's Birthday (Holiday)

March 3-4.....Registration for Term IIB
March 5-April 18.....Term IIB

April 6.....Easter Sunday

April 15-21.....Final Exams for Term II

April 28-May 2.....Registration for Terms III and IIIA
May 5-July 24.....Term III (twelve weeks - not shown)
May 5-August 12.....Term III (fourteen weeks)

May 5-June 12.....Term IIIA (24 days)

May 26.....Memorial Day (Holiday)
June 11-12.....Final Exams for Term IIIA
June 13.....Commencement
June 16-20.....Registration for Term IIIB (Summer Session)
June 24-August 1.....Term IIIB (Summer Session)
July 4.....Independence Day (Holiday)

August 6-12.....Final Examinations for Term III

Summary:		
	Term I.	70 days
	Term II	69 days
	Term IIIA	24 days
	In-Service*	12 days
	Total	175 days

*As agreed upon by contract

would register for Term II, classes would resume about January 10, continuing for fourteen weeks until approximately the middle of April. Classes would then break for two weeks - there need not be any spring break within Term II itself, unless we chose to do otherwise - and resume about the first of May, with Term IIIA ending about the middle of June (the end of the 175-day calendar year). Term III (twelve weeks) would end about the third week of July, and Term III (fourteen weeks) about the first or second week of August. Term IIIB (the traditional summer session) would begin in the last week of June and conclude its six-week classes near the first of August and its eight-week classes about the middle of August, just as they do now.

I know there are some who will doubt the wisdom of a fourteen week term. However, many students and staff who feel that the traditional quarter is too short and the traditional semester too long may find this fourteen-week term to be of optimum length. Under this trimester system, a typical three unit class would meet for three and one-half hours per week for fourteen weeks and, for half-term courses, seven hours per week for seven weeks. (Each lecture-hour in the semester system would be extended to seventy minutes in the trimester system.) The time for classes could be as follows:

MWF		TTh	
	8:00 - 9:10		8:00 - 9:45
	9:10 - 10:20		9:45 - 11:30
	10:20- 11:30		11:30- 1:15
	11:30- 12:40		1:15 - 3:00
	12:40- 1:50		
	1:50 - 3:00		
	3:00 - 4:10		

Thus, the MWF class would actually be in session for sixty minutes rather than fifty, and the TTh classes for ninety rather than seventy-five. There would be ten minutes between MWF classes and fifteen minutes between TTh classes.

If the colleges are interested in an "open" hour, that too could

easily fit into the trimester class schedule, as the following example illustrates:

MW	8:00 - 9:15;	F	8:00 - 9:00
MW	9:15 - 10:30;	F	9:00 - 10:00
MW	10:30- 11:45;	F	10:00- 11:00
		F	11:00- 12:00 (open)
MW	11:45- 1:00;	F	12:00- 1:00
MW	1:00 - 2:15;	F	1:00 - 2:00
MW	2:15 - 3:30;	F	2:00 - 3:00

Scheduling Monday-Wednesday classes for seventy-five minutes and Friday classes for sixty minutes frees one hour on Friday, that hour being from 11:00-12:00 in the above example. In the semester class-schedule, five courses may be offered at prime times (beginning no earlier than 8:00 A.M. and ending no later than 1:00 P.M.), whereas in the trimester schedule only four can be offered, but the colleges would be getting an "open" hour for lectures, meetings, concerts, etc. (As I will explain later, our having four rather than five "prime-time" periods on MWF could be to the district's advantage.) All of the above examples of three-unit courses would meet the required forty-eight hour state minimum:

$3\frac{1}{2}$ hours per week x 14 weeks = 49 hours.

The fourteen-week and seven-week terms are not unusual. They would simply join an ever-lengthening list of ways to meet the traditional forty-eight hours (approximately) of classroom instruction required in a three-unit semester course. (See chart on next page.) With this kind of variety, I don't feel that seven-week and fourteen-week courses need any special defense, especially since they fit so naturally into a thirty-five week calendar. Nor is there anything unusual about the twelve-week Term III, it being nearly the same length as the traditional quarter term. Besides, if classes in Term III were to meet four days per week (as our summer sessions now do), a three-unit class could satisfy the forty-eight hour requirement by meeting just one hour per day, four days per week, for twelve weeks. The twelve week Term III is another natural.

Description	No. of wks.	Hrs/wk.	No. of hrs.
Cosumnes River College Intercession	3	15	45
Cabrillo College Intercession	4	12	48
Traditional summer session	6	8	48
Half-term in proposed trimester	7	7	49
Half-semester and 8-week summer session	8	6	48
Quarter system (4-unit course)	11±	4	44±
Term III (12 weeks), proposed trimester	12	4	48
Terms I & II, Proposed trimester	14	3½	49
Fall semester at Cabrillo College	15	3	45
Traditional Semester	16+	3	48+

As I stated earlier, any college considering a change in its calendar ought to keep as its foremost priority the part-time students who constitute the largest part of its enrollment. (In fulfilling this, we wouldn't do anything detrimental to full-time students or to the district's program as a whole.) I am convinced that most part-time students would, if given the chance, welcome the opportunity to finish a first term before Christmas and a second term in mid-April. For them, twenty-eight weeks of class is long enough, giving them the option to use that extra seven weeks in other ways, such as by spending it with their families, vacationing before the summer rush, working more hours at their jobs, etc. And those who wanted to could, of course, take an additional course or two.

Consider, for a moment, some examples of typical student loads of three, six, nine, twelve, and eighteen units per semester. In a trimester system, students taking nine units or less (the first three examples above) most probably could, with the proper discipline, complete their courses with no more difficulty than they are having right now. In fact, the trimester, with its three and one-half week shorter term, could help

cut the attrition rate, especially in the fall which now drags on for nearly twenty-weeks (counting Christmas vacation). These part-time students would then have the option, as I mentioned above, to take more courses in Term IIIA - thereby accelerating their education - or to get jobs or work more hours at the jobs they already have, giving them the chance to earn enough money in the four and one-half months between mid-April and September to permit them to reduce, perhaps, the number of hours they would need to work when resuming classes in the fall.

The student presently carrying twelve units each semester could, if he were willing and able to study a bit harder, finish those same twenty-four units in the first two trimesters; or take ten units in Terms I and II and four in Term IIIA; or if he wanted to accelerate his education, take twelve in Term I, twelve in Term II, and four in Term IIIA, for a total of twenty-eight units. He would still finish by the middle of June. Term IIIA, in effect, could serve as an early summer session for students wanting to take more courses, without using their summer vacation to do so.

I am not trying to suggest that a student is going to get something for nothing. But I believe that nearly all students who are presently taking nine units or less each semester could, with the proper discipline and effort, complete their present semester's work in fourteen weeks. The same could be said, perhaps, for students taking twelve units a semester.

There is of course, a limit to the amount of work someone could successfully complete in just fourteen weeks. Suppose a student would want to take thirty-six units from September to June. I would advise him to take no more than fifteen units (17½ lecture-hours per week) in any full trimester, a course load approximately the same as a semester load of eighteen units (18 lecture-hours per week). By taking six units in

Term IIIA (14 lecture-hours per week), he would have the same September-to-June total of eighteen units. A full-time student would not find this new system detrimental in any way.

In the trimester calendar, the summer itself would present the student an option not possible in any other type of calendar. In the semester system, for example, a student who takes thirty units from September to June and then wishes to take an additional six units has no choice but to take them during the six- or eight-week summer session. Often this short term is not long enough, but it just happens that that's all the time there is if students and faculty are to get some vacation. Now notice what could happen in the trimester calendar: the student could take twelve units in Term I, twelve in Term II, and twelve in Term III. And if Term III is for twelve weeks - as it very well could be - he would be finished by mid-July, leaving him from six to seven weeks for vacation before classes resume in September. (If Term III were fourteen weeks, he would still finish in early August and have about a month break.) Dividing a school year into three terms of approximately the same length is more reasonable and desirable than having two seventeen and one-half semesters and one six- or eight-week summer session.

Another option available to a student in the trimester system would be that of choosing what terms to attend. Let's assume that a student takes fifteen units in Term I and fifteen in Term II, getting out in mid-April. But because he decides not to take classes in Term III or the following Term I, he has a nearly nine-month-long break from his classes. He returns the following January to take fifteen units in Term II and twelve more in Term III. He has completed fifty-seven units by mid-July of his second year. Never has he had to take a load requiring more than seventeen and one-half lecture-hours per week. Yet he has remained away from college for nearly three-fourths of a year, during which time he

may have worked, traveled, enjoyed his leisure time, thought, studied, read, etc., and then returned to his classes with more money, more experience, maybe even more interest and enthusiasm for college itself. It's true that a student can sit out a semester, but only in a trimester system could he take such an extended break without adding appreciably to the time it takes him to get his degree.

Finally, the trimester system gives a student a chance to accelerate his education. If he were to take fifteen units in each of four consecutive full terms (e.g., I, II, III, and I) he could finish two years of college in fifteen months (e.g., from early September of one year to mid-December of the next). The pressure on him would not be as great as it first seems. He would still have had eleven weeks of break - three at Christmas, two at spring, and six at the end of summer - and eight holidays. Although I am not sure that finishing so quickly is advisable for everyone or even a possibility in some disciplines, I do see it as another interesting option. A student on a semester schedule can also accelerate his education but not with the same ease and order.

I could give more examples illustrating ways in which students could use the trimester system to their advantage - its flexibility is something they ought to appreciate. However, I would like to go on and say a few words about the faculty and the administration, then conclude this report with some recommendations.

The flexibility in the proposed trimester calendar extends to faculty, too. Just as a student would not be bound to two semesters and a summer session, neither would an instructor; a wide variety of teaching loads could be made available. For the instructor whose present yearly assignment is ten 3-unit courses, probably the most often occuring

pattern in the trimester calendar would be four courses in Term I, four in Term II, and two in Term IIIA, all taught during the day unless the instructor chose otherwise (A in the chart on page 25). Another pattern (B) could be two courses in each of the five half-terms IA, IB, IIA, IIB, and IIIA. A third pattern (C) could be five courses in each of Terms I and II, with at least two of the ten being taught at night. An instructor on a four-fifths contract (D) could teach four courses in each of Terms I and II; the same pattern with three courses each term would fulfill the teaching assignment of the three-fifths contract instructor (E). All instructors (C, D, and E above) finishing their teaching assignments at the end of Term II (mid-April) could, perhaps, be given some in-service assignment in an amount that would satisfy both faculty and administration, with the work itself ranging from advising students, to evaluating curriculum, to developing new programs, just to mention a few of the obvious, essential needs of a community college.

If the faculty were allowed to count summer teaching as a part of their contract (a change which may require legislative approval), even more flexible teaching assignments could be arranged, going far beyond anything we have ever considered in the semester system. For example, if an instructor (F) were allowed to teach five courses in each of Terms I and II of one year and then five courses in each of Terms II and III of the following year, he would have a break (amounting to an "earned" sabbatical) stretching from mid-April of the first school-year to early-January of the second. This approach to scheduling teaching assignments would make possible a kind of professional growth and development simply unheard of before at the community college level. Finally, as long as I am on this topic of what "could be," I would like to add one more possibility, based on what could happen if an instructor (G) were to be

granted a two-year contract or were permitted to carry over "excess" courses from one year to the next. For example, an instructor who is presently required to teach twenty courses in a two year period could teach four courses in each of Terms I, II, and III of the first year, and four in Terms II and III of the second, leaving a break (mini-sabbatical?) from mid-July to early-January. And since the instructor in this example would be teaching a four-course load in each term, it would seem that his teaching, if it were to change in any way, could only improve. Having this teaching assignment together with a nearly six-month break would give him the best of the two worlds of teaching and research. (By suggesting this kind of teaching assignment, I don't mean to imply that other instructors would no longer have the option to teach summer classes for extra pay.)

The chart below will give a clearer picture of this flexibility:

VARIOUS WAYS OF ASSIGNING 2 TEN-COURSE TEACHING LOADS OVER A PERIOD OF TWO YEARS

	First Year						Second Year						Annual Average Weeks of:	
	Term I		Term II		Term III		Term I		Term II		Term III			
INSTRUCTOR	IA	IB	IIA	IIB	IIIA	IIIB	IA	IB	IIA	IIB	IIIA	IIIB	Instruction	Non-Instruction
A	4	(3)	4	(2)	2	(11)	4	(3)	4	(2)	2	(11)	35	17
B	2 2	(3)	2 2	(2)	2	(11)	2 2	(3)	2 2	(2)	2	(11)	35	17
C	4 + 1E	(3)	4 + 1E	(	20	)	4 + 1E	(3)	4 + 1E	(	20	)	28	24*
D 4/5	4	(3)	4	(	20	)	4	(3)	4	(	20	)	28	24*
E 3/5	3	(3)	3	(	20	)	3	(3)	3	(	20	)	28	24*
F	4 + 1E	(3)	4 + 1E	(	37	)			4 + 1E	(2)	2 2	(4)	28	24*
G	4	(3)	4	(2)	4	(	23	)	4	(2)	4	(6)	33	19

The numbers in blocks represent the number of three-unit courses assigned that term. The number in parentheses represent the number of weeks of non-instruction time - vacations and breaks - between terms. To arrive at the figure representing the annual average weeks of non-instruction, I have added one week annually for holidays that fall within the terms themselves.

Under the present semester system, an instructor's average assignment is thirty five weeks of instruction and seventeen weeks of non-instruction.

*A small portion of this time would probably have to be used for in-service.

These patterns, of course, do not exhaust the options, several arrangements within any one pattern as well as many combinations of patterns from year to year also being possible.

Because the traditional semester-calendar assignment of five classes in the fall and five in the spring has for so long been the only way of distributing the ten-course teaching load, any suggestion that it could and should be done differently is likely to meet with considerable resistance. Nevertheless, I feel confident that once the faculty realizes that our traditional way is just one of several ways of handling an instructor's assignment, they will come to appreciate the flexibility of the proposed trimester calendar. And when the administration sees that this variety could result in a more efficient, cost-saving program - as I hope to show below - they will also find this flexibility valuable.

Before concluding my remarks, I would like to address myself to some administrative matters, especially those regarding finances. I do not have the necessary information to know what the impact of this proposal would have upon the fiscal stability of our community college district. Gathering certain kinds of information would not be possible until some community college tried out this plan. A few increased costs, however, are predictable, such as those relating to the higher average cost-per-course if the faculty were allowed to teach part of their contracts during the summer; the extra registration, scheduling, grade keeping, census reporting, etc., in Term IIIA; and the cost of converting to the trimester calendar, particularly that of educating the public to this new system and of keeping them abreast of the variety of course offerings, term beginnings, and options available.

All of these extra outlays, however, could be paid for by either increased revenue resulting from larger enrollment or cost savings made possible by the trimester system's efficiency. For example, if in the trimester system an instructor were permitted to teach two 3-unit summer courses as part of his contract, the average cost for each of his ten courses would be approximately six percent more than if he had taught the two courses for additional income at the summer-session pay scale. (An instructor making $20,000 per year for teaching ten 3-unit courses is paid $2,000 per course. If he teaches two more courses in the summer for which he is paid a total of $2,600 (approximately), the average pay for each of his twelve courses drops to about $1,880.) But this increased cost is one that could be absorbed by a higher-average class size throughout the rest of the school year. And I am not talking about putting more students into each class. It's just a matter of supply and demand. Because there are fewer time slots in which to offer classes in the trimester schedule than there are in the semester schedule, fewer small classes would result. The revenue from a higher WSCH would most probably cover the six percent cost mentioned above. Also, some of the teaching assignment options could minimize the need for sabbatical leaves, resulting in additional savings to the district.

The increased expenditures needed to administer Term IIIA (in effect an additional term because there is no equivalent to it in the semester schedule) could once again be recovered by the WSCH which that term could easily generate. In a semester calendar, many students do not attend summer school because they choose to work, or they feel that taking classes would leave them too little summer vacation, or they find it difficult or nearly impossible because of other responsibilities, especially those that mothers have in caring for their school age children home all summer long. In the trimester calendar, these students would have Term IIIA in

which to take an extra course or two, yet still finish in mid-June rather than late-July or early-August. I have already talked to many students who have shown a strong interest in this "pre-summer" term. These same students, however, often have shown no interest in summer session itself.

Term IIIA could also be a time to schedule some popular, innovative offerings not possible during the traditional September-June semester system. I am thinking about courses such as these which were scheduled during recent intercessions at Cabrillo College and Cosumnes River College, but not necessarily with their three- or four-week time restriction: Natural History of Yosemite National Park, Natural History of California, Natural History of Hawaii, Architectural Tour of California, Medieval Humanities, The Crucible of Modernism (Literature, Music, and the Arts in Middle Europe in the Early 20th Century), Ernest Hemingway, Play Production, Film Production, Biochemistry, Relativity/Atomic, and Solar Collector Construction. Students, having completed their traditional studies during Terms I and II, could choose to devote themselves entirely to one project or area of interest. And developing such projects and interests would be a challenge our faculty would look forward to.

In short, Term IIIA could have such a richness and diversity that attracting students to it would not be the problem that many people so greatly fear.

Finally, to return to financial matters, some additional money would be needed to educate the public to this new system and to keep them aware of our offerings. But in doing so, our expanded efforts may reach people who now know little about their community colleges. A widely distributed, more attractive schedule of courses, one that explained in detail the trimester calendar and contained interesting articles on the variety of programs and courses available, would be the logical place to begin. A second would be our making early contact with high school seniors, many of whom may, because of the more attractive trimester calendar, choose

to enroll at one of our community colleges rather than at another college or university in the area. I don't think it is unreasonable to assume that a person may prefer a September to April calendar rather than a September to June calendar, expecially if he expects to be only a part-time student anyway.

I can't deny that the trimester calendar would cost more to administer. At the same time, I find it hard to believe that its efficiency, its flexibility, and its overall attractiveness would not generate enough added revenue to absorb the additional expenditure.

As unsettling as this flexible trimester calendar may at first seem, converting to it would necessitate few changes of an administravice nature, even in areas such as automotive technology, nursing, and science. Most of the courses in these programs could be offered with minimal revisions in their catalogue descriptions. In general, the trimester calendar would not require any modifications other than the instructors' adjusting their lectures and assignments to a fourteen week term.

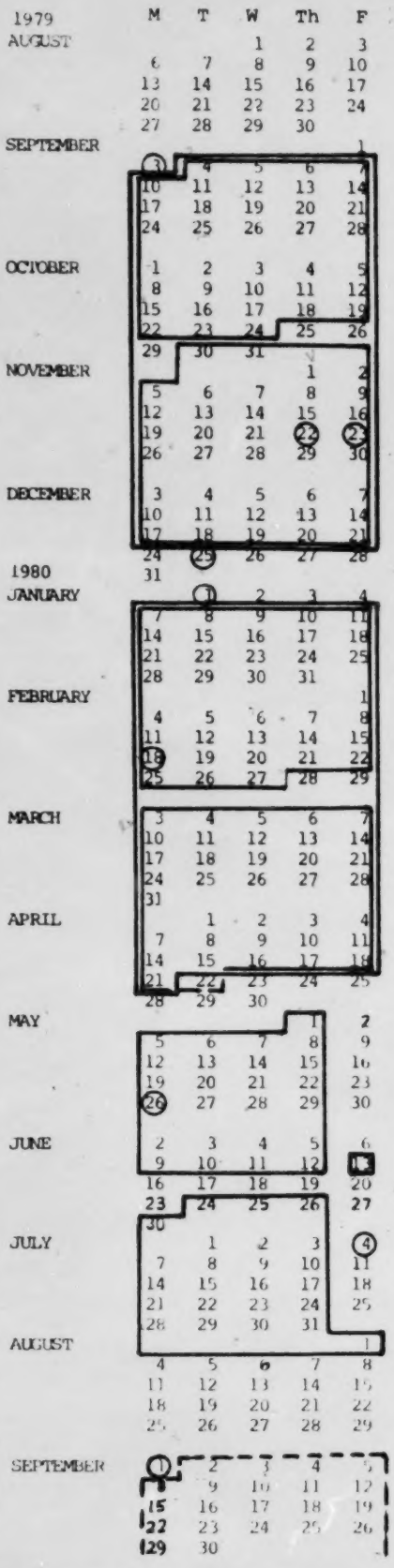
A department could, however, choose to take advantage of the flexibility of the trimester system and approach some course sequences differently. But even these changes would be few, and they would always benefit the students, the faculty, and the administration. One such sequence is Accounting 200-201, now taught as two 4-unit courses. If, in the trimester calendar, this sequence were taught as two 3-unit courses and one 2-unit course, a student could take them at hours more consistent with those of his other three-unit courses. He could still complete the sequence in one academic year. This change would be even more helpful to evening students who now must attend Accounting 200-201 for one 4-hour meeting each week. This same kind of change could be made in the scheduling of some sequences of four-unit courses in mathematics and four-unit and five-unit courses in foreign languages. Each department could decide

for itself whether or not to make such changes. Doing so would not only make some programs more convenient to the students taking them but also use classroom space more efficiently.

If the administration were to agree to the flexible scheduling of the instructors' teaching assignments that I described earlier, the problems involved may be the touchiest ones the administration would have to face. I don't see them, however, as being insurmountable. To begin with, the contract year could extend from September 1 to August 31; the contract would thus cover any term the instructor could possibly teach in; the instructor could be guaranteed that he would not be asked to teach any more than the thirty-five weeks he presently teaches (unless he chooses otherwise); and an in-service assignment in lieu of teaching could be devised for those instructors whose teaching assignments are completed in fewer than thirty-five weeks. The two-year contract that I mentioned complicates an already complex matter. Nevertheless, if scheduling an instructor's teaching load over a two-year period is administratively and professionally advantageous, the efforts made to find solutions for all the problems would be gratifying to everyone concerned.

Perhaps the easiest change to administer would be that regarding the evening schedule. Starting evening classes ten minutes earlier would mean that a typical three-unit lecture course would meet the state-required forty-eight hour minimum in just fifteen weeks rather than sixteen, thereby permitting Term I to still finish before Christmas and Term II in late April. Virtually all evening courses now being offered between September and June would be completed by the middle of spring, a finish surely to be welcomed by a vast majority of students and faculty, granting an early start to summer vacation for some and, for others, a kind of evening "pre-summer" session, Term IIIA, ending in mid-June, having advantages for an evening student similar to those described earlier for the day student. The regular evening summer session would be the same as it is now.

1979-80
TRIMESTER CALENDAR
EVENING DIVISION



1979	M	T	W	Th	F
AUGUST			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	
SEPTEMBER					
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
OCTOBER	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
NOVEMBER				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
DECEMBER	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
1980	31				
JANUARY		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
FEBRUARY					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
MARCH	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				
APRIL		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		
MAY				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
JUNE	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				
JULY		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
AUGUST					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
SEPTEMBER	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			

August 20-30.....Registration for Terms I and IA

September 3.....Labor Day (Holiday)

September 4-
December 21.....Term I

September 4-
October 24.....Term IA

October 25-29.....Registration for Term IB
October 30-
December 21.....Term IB
November 22-23.....Thanksgiving Recess

Final Exam Schedule for Term I Evening Classes:
Tuesday, December 11.....Tuesday classes
Wednesday, December 12.....Wednesday classes
Monday, December 17.....Monday classes
Tuesday, December 18.....Thursday classes

December 19-20 and
January 2-4.....Registration for Terms II and IIA

January 7-April 21.....Term II

January 7-February 27.....Term IIA

February 18.....Washington's Birthday (Holiday)
February 28-29.....Registration for Term IIB

March 3-April 27.....Term IIB

April 6.....Easter Sunday

Final Exam Schedule for Term II Evening Classes:
Tuesday, April 15.....Tuesday classes
Wednesday, April 16.....Wednesday classes
Thursday, April 17.....Thursday classes
Monday, April 21.....Monday classes

April 28-30.....Registration for Term IIIA

May 1-June 12.....Term IIIA

May 26.....Memorial Day (Holiday)

June 13.....Commencement
June 16-20.....Registration for Term IIIB
(Summer Session)

June 24-August 1.....Term IIIB (Summer Session)

July 4.....Independence Day (Holiday)

Note: All 3-Unit Evening Lecture Courses in Terms I and II (including 7½-week courses) would have 15 class meetings (including final exams) of 3 hours and 10 minutes.

All 3-Unit Evening Lecture Courses in **IIIA & IIIB** would have 24 class meetings of 2 hours for 6-week courses (or fifteen class meetings of 3 hours and 10 minutes for 7½ week courses if Term IIIB is scheduled for 7½ weeks rather than 6 weeks).

Finally, administering the veterans' program on the proposed calendar would probably not present any difficulties other than those relating to the extra term. The student-veteran himself would certainly have no problems. In some cases, he would be able to carry one less course and still retain his present level of benefits. (However, to receive these benefits year-round, he would have to enroll in all three (or four) terms.) In a fourteen-week term, ten or more units would be considered full time; seven to nine, three-fourths time; and five to six, half-time. The comparable figures for our present semester system are twelve or more units for full time, nine to eleven for three-fourths, and six to eight for half-time. Whatever disadvantages there might be in administering the needs of veterans on the trimester system, the advantages of the reduced load to the veterans themselves could be enough to make the endeavor worthwhile.

There are a number of other matters I would like to touch upon, but I had best omit them and bring this proposal to a close.

Little that I have said is new. The trimester system itself, though not widely used, can be found in nearly all parts of the country and in various kinds of colleges, ranging from important public universities such as the University of Michigan to private ones like the University of Pittsburg (where the trimester system found its resurgence in the late 1950's) to church-related universities such as Brigham Young. The most notable example of its use here in California is Pepperdine University. On the public community college level, fewer than twenty in the entire nation use the trimester system. These institutions range from Detroit's

Wayne County Community College with more than fifteen thousand students and Fort Lauderdale's Broward Community College with about fourteen thousand to Kenai Peninsula College in Soldotna, Alaska, with just over five hundred.

The biggest difference between these trimester systems and the one I am proposing is in the length of each term. Universities generally use fifteen-to sixteen-week terms; the community colleges usually have sixteen weeks in the first two terms and twelve in the third; whereas the proposed system calls for fourteen week terms in the first two, and twelve (or fourteen) in the third. I have suggested these shorter terms because three 15- to 16-week terms, at least on the community college level, are self-defeating. It is true that a college on a forty-five to forty-eight week calendar is in session virtually year round. But how many students have that kind of stamina? How many can sustain that pace and withstand that pressure? Optimum use of a college's physical plant isn't to have it open year round; rather it is to keep it open only for as long as students are likely to attend. For that reason, I have suggested that Term III should be twelve weeks when possible (and four days per week only). A student is more likely to enroll during this term if he has six to seven weeks of vacation following it. In some trimester systems, there is only a one- or two-week break before the new school year begins. Using fourteen week terms also permits longer breaks between other terms as well — three weeks at Christmas and two in spring — giving the student a chance to unwind, catch his breath and relax, before beginning anew. A school year of fourteen weeks of study and three off, fourteen weeks of study and two off, and twelve weeks of study and six off - plus a week of holidays throughout the year - may be far more attractive than we imagine. Something like this was suggested some time ago (1963) by Thad L. Hungate and Earl J. McGrath in A New Trimester Three-Year Program. Perhaps its time has now come.

This forty-week school year with all its variations seems especially well-suited to community college students, particularly that large majority who attend part-time.

Some institutions are, in fact, using fourteen week terms together with an extended class-hour, among them being prestigious liberal arts colleges such as St. Olaf College in Minnesota and public universities like the University of Wisconsin at Oshkosh. Neither of these, however, is on a trimester system. One university that uses fourteen week trimesters but not the extended class hour is the Memorial University of Newfoundland.

In developing this plan, I have not let the slight use of the trimester system, of the fourteen-week term, and of the extended class-hour deter me in any way. As idea's popularity or unpopularity is not necessarily a reliable testament to its validity or worth. What I have tried to develop is a system that makes the best use of what is being tried elsewhere - especially the 7-7-3 calendar used at Oshkosh and the trimester system used in several of Florida's community colleges, such as Broward (mentioned above) and St. Johns River Junior College. Also, I have attempted to keep the needs of the community college student first in my list of priorities. A natural outgrowth of this concern has been a plan that gives the faculty a potential for professional growth and development not likely to be found at any other community college.

If this flexible trimester calendar is as attractive to students as I expect it to be, and if the faculty is as favorably disposed toward it as I hope they will be, our adopting this system could bring about not only increases in enrollment and more efficient use of time but also something even more important, a kind of renewed vitality to everything we are doing.

I may appear to be overly optimistic about the possibilities of my proposal, but it is a trait that I hope many will share once they have had

SUMMARY OF 175-DAY CALENDARS No In-Service Days	EARLY START SEMESTER 175 Days Instruction	TRADITIONAL QUARTER 175 Days Instruction	TRIMESTER 175 Days of Instruction
General Description of Instructional Year.	From: The third Monday of August (between Aug. 15th and 21st) To: The fourth or fifth Friday of May (between May 23rd and 29th)	From: The third or fourth Tuesday of Sept. (between Sept. 16th and 22nd) To: The third Friday of June (between June 15th and 22nd)	From: The first Tuesday after Labor Day (between Sept. 2nd and 8th) To: The second or third Friday of June (between June 12th and 18th)*
Instruction Periods.			
First:	August 18-December 18 (85)*	September 19-December 15 (61)*	September 5-December 15 (72)
Second:	January 14-May 26 (90)	January 3-March 20 (56)	January 8-April 13 (69)
Third:	_____ ___	March 30-June 18 (58)	April 30-June 15 (34)
Total Days-Instruction	(175)	(175)	(175)
Commencement.	May 26	June 19	June 15
Summer Sessions.			
Six Week:	June 21-July 30**	June 28-August 6	June 25-August 3
Eight Week:	June 21-August 13**	June 28-August 20	June 25-August 17
Breaks and Vacations			
Winter:	December 19-January 13	December 16-January 2	December 16-January 6
Spring:	One week near mid-term	March 21-March 29	April 14-April 29
Summer:	May 27-August 17	June 20-September 18	June 16-September 4
Notes.	*In order to begin as late as possible in August, the Fall Semester would be five days shorter than the spring Semester. **The Summer Session would be scheduled this late in order to attract recent high-school graduates and transfers from other colleges.	*In order to fit as many days as reasonably possible into the calendar before the Christmas Break, the Fall Quarter would be longer than the Winter and Spring Quarter.	*The complete Trimester Calendar could extend to the first or second Tuesday in August (between August 4th and 10th). The Friday in June mentioned above would mark the end of the first half of the third trimester, which half together with the first two trimesters would fulfill the State-required minimum of 175 days.

A General Note on Holidays.	All three systems would observe the following holidays: Labor Day, two days at Thanksgiving, Christmas, New Years Washington's Day, Memorial Day, and Independence Day. All would also observe Admissions's Day as an in-lieu holiday, one that would be observed at some other time during the year rather than on September 9. The Early Start Semester (4-1-4) and the Quarter Calendars would also observe Veterans' Day and Lincoln's Day. The Trimester Calendar would observe these two holidays as in-lieu holidays (if the State approves our request to do so), so the district could schedule all three of the in-lieu holidays during the Christmas break or at other convenient times in the year.
Notes about this Chart.	The figures in parentheses indicate the number of days that apply toward meeting the State-required minimum of 175 days. The dates given (with the exception of those in the "General Description of Instructional Year"), are median dates. Actual dates for any given period could vary by three days in either direction; e.g. August 25-December 18 could be August 22-December 15 or August 28-December 21.

SUMMARY OF 175-DAY CALENDARS Up to 15 In-Service Days	EARLY START SEMESTER 4-1-4 160 Days of Instruction 15 Days of In-Service/Intersession	QUARTER 160 Days of Instruction 15 Days of In-Service	TRIMESTER 163 Days of Instruction 12 Days of In-Service
General Description of Instructional Year.	From: The fourth Monday of August (between Aug. 22nd and 28th) To: The fourth or fifth Friday of May (between May 23rd and 29th)	From: The first Thursday after Labor Day (between Sept. 4th and 10th.) To: The third Friday of June (between June 15th and 22nd)	From: The first Thursday after Labor Day (between Sept. 4th and 10th) To: The second or third Friday of June (June 12-18)*
Instructional Periods.			
First:	August 25-December 18 (80)	September 21-December 8 (54)	September 7-December 15 (70)
Second:	January 28-May 25 (80)	January 5-March 20 (53)	January 15-April 20 (69)
Third:	——— ——	April 6-June 18 (53)	May 7-June 14 (24)
Total Days-Instruction	(160)	(160)	(163)
In-Service Periods.			
First:	January 6-January 27 (15)*	September 7-September 20 }	By contract agreement (12)**
Second:	——— ——	December 11-December 22 } (15)*	
Third:	——— ——	March 21-April 5 }	
Total Days of Instruction and In-Service:	(175)	(175)	(175)
Commencement	May 26	June 19	June 15
Summer Sessions.			
Six Week:	June 21-July 30**	June 28-August 6	June 25-August 3
Eight Week:	June 21-August 13**	June 28-August 20	June 25-August 17
Breaks and Vacations			
Winter:	December 19-January 5	December 23-January 4*	December 16-January 14**
Spring:	One week near mid-term	March 21-April 5*	April 21-May 6**
Summer:	May 27-August 24	June 20-September 6	June 16-September 6
Notes.	*This In-Service period could also be an Intersession, a time for short term courses. **The Summer Sessions would be scheduled this late in order to attract recent high-school graduates and transfers from other colleges.	*The In-Service periods total thirty days. Each full-time contract faculty member would work fifteen of these thirtv in-service days and be off the remaining fifteen. The Winter Break could, therefore, be longer than that indicated and the Spring Break could be shorter than that indicated.	*The complete Trimester Calendar would extend to the second or third Tuesday in August (between August 11th & 17th). The Friday in June mentioned above would mark the end of the first part of the third trimester, which part together with the first two trimesters and the 12 in-service days would fulfill the State-required minimum of 175 days.
A General Note on Holidays.	Same as other Chart.		**The twelve In-Service days would most probably be observed during the Winter and Spring Breaks. However, other options would be possible.
Notes about this Chart.	Same as other chart.		

the opportunity to become familiar with these ideas. I am sure that every academic calendar has its problems, including this proposed trimester plan, but I know of no other that will do its job as well.

RECOMMENDATIONS

1. A committee consisting of administrators, faculty, staff, and students should be formed promptly. As its first order of business, it should conduct a poll at both colleges to determine how all parties concerned feel about changing the academic calendar. The questionnaire used should not only solicit calendar preferance but also encourage comments and questions on the various systems available. The committee should conduct the first poll this semester (Spring, 1978) in order to get a student cross-section different from that of the poll described below in (3).

2. Based in part upon the results of the first poll, the committee should then plan its work for the rest of this semester, the summer (including, perhaps, another poll), and next year. Many issues will require considerable effort. For example, if certain calendar preferances require statutory changes, the committee could begin taking the steps necessary to see those changes through the legislature; if data from other colleges were to be thought useful, the committee could begin collecting it; if financial data needs to be gathered and analyzed, the committee could begin studying those matters.

3. A poll should be held during the 1978 fall registration. A large controlled sample would be available at that time, and unlike the first described in (1), it would represent not just the more persistent

students but those who drop a good many courses or withdraw from school.

4. After studying all the data made available, the committee should develop a calendar for the 1979-1980 academic year. If there is too much work and too little time to put a particular calendar into effect for 1979-1980, its implementation may be postponed - no later, I hope, than September, 1980.

5. In the event that a new calendar system is adopted, the committee should develop the means of evaluating it. Too often new ideas are implemented without there being any effort to study their effectiveness. We ought not to allow this to happen here.

I wanted to submit this proposal several months ago. Unfortunately, it has taken longer than I had originally anticipated. Perhaps we can make up for some of the time lost by not delaying any further the steps I have outlined above.

Michael R. Eberhard
Assistant Professor of English

APPENDIX A.

SCHEDULING SCIENCE COURSES IN THE PROPOSED TRIMESTER CALENDAR.

The strongest objections to last year's version of my proposed calendar came from the science departments, with the most often voiced criticism being that the proposed calendar did not give adequate consideration to laboratory instruction. In revising my proposal, I have tried to fit into each term as many lab meetings as possible without destroying the flexibility of the overall plan. I don't know if the suggestions that follow will solve the lab problem; nevertheless, I am offering them in hopes that they will meet, at the very least, those standards established at colleges and universities using sixteen week semesters.

Without any modifications having to be made on the calendar as I presented it in the body of this report, science courses would have the following number of lab meetings (compared with the semester figures for fall 1977 and spring 1978 on the right):

Labs meeting on:	Term I	Term II	Fall '77	Spring '78
Monday	14	14	16	14
Tuesday	15	14	17	17
Wednesday	15	14	16	16
Thursday	14	14	15	16
Mon.-Wed.	28	27	32	30
Tues.-Thur.	28	27	32	33

In the trimester system, each term from year to year would have the same number of lab meetings as indicated above.

Three small changes from present practices would ensure this regularity. First, two "floating holidays" - holidays that do not fall on a fixed day of the week - would be observed as in lieu holidays. They are Veterans' Day in Term I and Lincoln's Birthday in Term II. Along with Admission's Day (which, beginning with next year, will be an in lieu holiday), they could be observed at some other time in the year, possibly during the week after Christmas. Second, the college would adopt a final exam schedule allowing all science lab sections to meet at least once during the final exam week, on either the first or second exam day and before the final exam for the lecture section of the course. (I have already designed a final exam schedule that would do this.) Finally in Term II, all Monday lab sections would have a lab scheduled in the calendar for the Friday before Washington's Birthday to make up for the lab lost on the following Monday holiday.

I am not suggesting that the number of lab meetings available during the trimester terms are equivalent to what we now have during our seventeen-and-one-half-week semesters. Nevertheless, the proposed calendar has a few things in its favor. For one, the trimester term would have as many or nearly as many lab meetings as most sixteen-week semesters provide (and that's as long as a semester needs to be, anyway). Furthermore, the fourteen lab meetings for once-a-week labs match the lowest figure for our present semester system, the fourteen Monday labs in the 1978 spring semester. Finally, the trimester provides for a fairly even distribution of lab meetings, whereas the semester system sometimes does not. For example, during the 1977 fall semester, Tuesday labs met two more times than Thursday labs, and during the 1978 spring semester, Tuesday and Tuesday-Thursday labs will meet three more times than Monday and Monday-Wednesday labs. What is an instructor to do when one lab section of a course has as many as three meetings more

than another lab section of the same course?

If the science faculty feels that the fourteen and twenty-seven lab meetings described above are inadequate, some slight modifications to the proposed calendar can increase these figures to fifteen and twenty-nine. What I am about to describe will seem unorthodox, but I see nothing in the Education Code to prevent our doing it. And if it appears that these modifications will bring about their intended results, there is no reason why we shouldn't implement them, even if no other community college in the state is doing anything like it. Several changes in the trimester calendar would be necessary:

1) Two days would have to be added to Term II, raising the total number of instructional days for the trimester calendar to 177.

2) In Term I, the Friday before Thanksgiving would be reserved for labs, with no other classes held.

3) In Term II, the twelfth Friday would serve the same purpose.

4) All labs falling on holidays would be rescheduled as follows:

   a. Labor Day, on the following Friday;
   b. Thanksgiving, on the previous Friday;
   c. Washington's Birthday, on the previous Friday (as indicated above).

5) In Term II, Thursday labs would have an additional meeting on the twelfth Friday, and Wednesday labs would have an additional meeting on the thirteenth Friday.

6) The final examination period in each term would provide one lab meeting for each lab section (as described above).

These modifications would produce several positive results:

1. The distribution of lab meetings would be even, with all once-a-week labs having fifteen periods and twice-a-week labs twenty-nine.

2. The sequence of lab meetings would be regular; no lab section in any given course would ever be ahead of or behind other sections of the same course. For example, in Term I, the labs meetings would be

scheduled this way (with Friday"make-ups" in parenthesis):

#1,	T	W	Th	(M)
#2-12,	M	T	W	Th
#13,	(Th)	M	T	W
#14,	M	T	W	Th
#15,	1st or 2nd final exam day			

3. The total number of labs meetings would almost certainly equal the number that are scheduled in colleges and universities having sixteen-week semesters.

4. Even if the two "lab" Fridays would not count as "school days," the trimester calendar would still meet the state required minimum of 175 instructional days.

5. The science faculty would finish their present teaching assignments by about April 20.

Each of these results represents either something equal to or better than what the present semester system has to offer. Even (3) and (5), which may appear to some parties to be troublesome at first, would actually work to the advantage of not only the science departments but also the district as a whole.

Consider for a moment the implications of (3). There is no good reason why California's community college science departments must schedule more labs per semester than other colleges and universities do. That extra time can be better spent in an additional period of instruction - Term IIIA - during which the faculty would have the opportunity to teach courses that could go beyond the scope of their present offerings, including some intended for the science major, and others directed toward the general student population. If it is predetermined that the science faculty with their mid-April finish would generate a WSCH less than the present figure, each could teach a course during Term IIIA - perhaps every other year would be often enough - to make up the difference. Another option, of course, would be for the faculty to teach these Term IIIA courses as overloads. Finally, if some of the science faculty were to choose to

teach part of their contracts in Term III (as discussed in the body of this report), they could be assigned some of these courses, thereby permitting the college to increase the scope of its course offerings without adding appreciably to its budget.

Now it can be argued that even if the faculty were to be satisfied with this plan, the student would not benefit because of his probable difficulty in handling a science course in just fourteen weeks. He would, in fact, have a better schedule in the trimester calendar than he has now. Consider, for example, a chemistry major who, in order to avoid too much doubling up and tripling up of lab courses, chooses to take a part of his major during summer session. His schedule under the two calendar systems would look like this:

Semester System						Trimester System					
			Hours per week						Hours per week		
Term	Course	Units	Lect.	Lab	Total	Term	Course	Units	Lect.	Lab	Total
Fall	Chem 150	5	3	6	9	I	Chem 150	5	3½	6	9½
	Humanities	3	3		3		Humanities	3	3½		3½
	Math	4	4		4		Math	4	4⅓		4¾
	English	3	3		3			12	11⅓	6	17¾
		15	13	6	19						
Spring	Chem 151	5	3	6	9	II	Chem 151	5	3½	6	9½
	Humanities	3	3		3		Humanities	3	3½		3½
	Math	4	4		4		Math	4	4⅓		4¾
	English	3	3		3			12	11⅓	6	17¾
		15	13	6	19						
Summer*	Chem 205	4	4	12	16	III**	Chem 205	4	3	6-9	9-12
							Social Sc.	3	4		4
							English	3	4		4
								10	11	6-9	17-20
Fall	Chem 212	4	3	3	6	I	Chem 212	4	3½	3	6½
	Math	4	4		4		Math	4	4⅓		4¾
	Physics	4	3	3	6		Physics	4	3½	3	6½
	Social Sc.	3	3		3			12	11⅓	6	17¾
		15	13	6	19						
Spring	Chem 213	4	3	3	6	II	Chem 213	4	3½	3	6½
	Math	4	4		4		Math	4	4⅓		4⅓
	Physics	4	3	3	6		Physics	4	3⅓	3	6½
	Social Sc.	3	3		3			12	11⅓	6	17¾
		15	13	6	19						
						IIIA	Social Sc.	3	7		7
							English	3	7		7
								6	14		14

*These figures are for the eight week session.

**These figures are for the twelve-week term.

Under either system, the student would complete the same number of units in the following areas:

Chemistry	22 units
Math	16 "
Physics	8 "
Humanities	6 "
Social Science	6 "
English	6 "
Total	64 units

Furthermore, under either system, the student would have completed these units by mid-June of his second year. But there are two important differences.

First, the student's course load would be lighter and more evenly distributed in the trimester system. Rather than having four courses each semester and one in the summer session, the student on the trimester calendar would have only three courses each full term, including the twelve-week Term III, and two in the short Term IIIA. And not only would he have a lighter course load, he also would have a slight reduction in the total number of hours of class per week (except for Term III in his first year), something that ought not to go unnoticed.

Second, he would have a six-week break after Term III (from mid-July to early-September) before resuming classes, contrasted with the three-week break the student on the present semester has after the eight-week summer session. That extra three week break can be important, especially to a student who has put in more than forty weeks of full time study pursuing a major in chemistry.

This extra vacation period and the reduced course load are made possible, of course, by a more logical division of the academic year. Three terms of approximately the same length make more academic sense than two semesters, each stretching out to seventeen or more weeks, followed by a six-week or eight-week summer session. I find it difficult

to imagine that the chemistry major in the above example would still prefer the semester system over the trimester if given the chance to choose between the two.

If we were to change our calendar to the proposed trimester system, I realize that the conversion may present the science departments with some difficulties that I am not aware of. Nevertheless, I do feel that I have found an answer to the biggest concern - that the trimester system would not provide enough lab time. Furthermore, I think that I have demonstrated that the science major would have a more reasonable course of studies than he has under the present system. Finally, I have tried to show that the science departments, because of Term IIIA, would have the opportunity to enlarge the scope of their course offerings.

The efforts that I have already made will, I hope, convince enough of the science faculty not only to believe in the potential of this plan, but also to be willing to find answers to any problems I have not anticipated. The flexibility of this proposed trimester calendar is too valuable for any departments not to give it fair consideration.

APPENDIX B.

SCHEDULING THE NURSING PROGRAM IN THE TRIMESTER CALENDAR.

The program in Health Related Occupations may be worked into the trimester calendar in two ways. One way, and perhaps the easier of the two alternatives, would be to adapt the trimester calendar to the particular needs of these programs; the other would be to adapt the programs to the calendar. To illustrate these two approaches, I have used the nursing curriculum as an example.

Since the two-year sequence in nursing is a professional program which exists quite apart from the other departments in the college, this program could probably receive state approval to operate o a calendar different than that used by the rest of the college. The calendar that would fit the existing nursing curriculum but which would in some respects be not too dissimilar to the proposed trimester calendar is the "early-start, early out" semester system, consisting of two 80-day terms followed by one 15-day term.

Under this plan, Term I for nursing would begin three class-days earlier and end five class-days later than the regular Term I, thereby permitting the students and staff to finish this term before Christmas. Registration for nursing for Term II would take place during the first week of January, coinciding with at least a part of the regular registration for Term II. In order to enjoy a break of about the same length as that of the rest of the college, the nursing students and staff could begin their Term II four days after the regular Term II begins, which would then run for 40 class-days, followed by a one-week spring break, and then 40 more class-days. Nursing's spring break would be much earlier than it is now, but it would come at a natural

1979-80
TRIMESTER CALENDAR
for Nursing
175 Days of Instruction

1979	M	T	W	Th	F
AUGUST			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	
SEPTEMBER					1
	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
OCTOBER	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		
NOVEMBER				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
DECEMBER	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
1980	31				
JANUARY		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
FEBRUARY					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
MARCH	3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
	24	25	26	27	28
	31				
APRIL		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30		
MAY				1	2
	5	6	7	8	9
	12	13	14	15	16
	19	20	21	22	23
	26	27	28	29	30
JUNE	2	3	4	5	6
	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
	30				
JULY		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
	28	29	30	31	
AUGUST					1
	4	5	6	7	8
	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
SEPTEMBER	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30			

August 20-24.....Registration for Fall Semester

August 29-October 24.....Term IA (40 days)

September 3.....Labor Day (Holiday)

October 25-December 21...Term IB (40 days)

November 22-23.....Thanksgiving Recess

January 11-March 7.....Term IIA (40 days)

February 18.....Washington's Birthday (Holiday)

March 10-14.....Spring Recess

March 17-May 9.....Term IIB (40 days)

April 6.....Easter Sunday

May 16-June 6.....Term III (15 days)

May 26.....Memorial Day (Holiday)

June 13.....Commencement

Summary:		
	Term IA	40 days
	Term IB	40 days
	Term IIA	40 days
	Term IIB	40 days
	Term III	15 days
	Total	175 days

break in the course-sequence and probably serve the students and staff better than the present spring break which very often interrupts the eight-week terms. Following Term II, there could be another short break of four class-days, after which the Nursing Department could conclude its 175-day calendar with a 15-day term in which all first-year students could take one course and all second-year students another. Courses such as "Trends in Nursing" could be offered at this time. The school year for nursing would finish one week earlier than it does for the rest of the college, thereby compensating for the earlier start in the fall. Not only nursing but all departments in Health Related Occupations could operate under this "early-start, early-out" calendar. (If the college were given permission to use a calendar which allowed up to fifteen in-service days, this last term in the nursing program could be used for that instead of instruction.)

The other alternative, that of adapting the nursing program to the proposed trimester calendar, is a more complex approach. However, because this proposed calendar has five 7-week terms, it offers some interesting possibilities which could perhaps strengthen an already strong nursing program and make the work involved in changing to a new calendar worth all the effort, both to the students and to the staff.

The chart "Scheduling of Courses in Nursing" lists the sequence of courses not only as it is presently being taken by first-year students who now enter the program in the fall semester but also as it would be taken by first-year students entering it in Term I in the trimester calendar. (An identical program is available to students who presently enter in the spring semester; a similar sequence would be available to students entering the program in Term II in the trimester calendar.)

The present curriculum in the Nursing Department consists of a first-year sequence of four 8-week courses taken consecutively, (102-103, 104-105, 108-109, and 110-111) - actually, the latter two can be taken in reverse order - each meeting for 5 hours of lecture and 12 hours laboratory per week, and each carrying 4½ units of credit for a total of 18 units for the first year. The first semester of the second-year sequence consists of two semester-long courses (202-203 and 206-207) taken concurrently, one meeting for 2½ hours of lecture and 8 hours of lab per week; the other for 3 hours of lecture and 6 hours lab per week. Each course carries 5 units. The final semester in the present program consists of two 8-week courses (213-214 and 215-216), the first course meeting for 3 lecture hours and 9 lab hours per week for 3 units of credit; the second for 2 lecture hours and 6 lab hours per week for 2 units. The other 8-week term in the final semester is one course (220-221), meeting for 5 lecture hours and 15 lab hours per week for 5 units. Also, throughout the second-year, there is a two-semester sequence (210,219), with each course meeting for 1 lecture hour per week for a total of 2 units. The second year adds up to 22 units of credit, making the total program 40 units.

The sequence of Nursing courses in the trimester calendar would be similar to that during the semester calendar except for two differences: first, the trimester half-terms would be seven weeks long rather than eight (or eight and one-half) and second, there would be five of these seven-week terms each year rather than the 4 eight-week terms in the present semester calendar. In order to get the eight weeks of lecture and laboratory hours into a seven-week term, the Nursing Department would need to increase, by approximately sixteen percent, the number of hours each course meets per week. Thus, each hour as presently

SCHEDULING OF COURSES IN NURSING

Year in Program	Course Number	Title	Units Sem.	Units Tri.	PRESENT SEMESTER CALENDAR Term	Hours per week Lect	Lab	Total	Wks.	Total Hours	TRIMESTER CALENDAR Term	Hours per week Lect	Lab	Total	Wks.	Total Hours
First Year	102-103	Fundamentals of Nursing	4½	4½	Fall	5	12	17	8	136	IA	6	14	20	7	140
	104-105	Medical Surgical Nursing	4½	4½	"	5	12	17	8	136	IB	6	14	20	7	140
	108-109	Maternity Nursing	4½	4½	Spring	5	12	17	8	136	IIA	6	14	20	7	140
	110-111	Pediatric Nursing	4½	4½	"	5	12	17	8	136	IIB	6	14	20	7	140
	*106-107	Intermediate Medical Surgical Nursing	—	2½	——	–	—	—	–	——	IIIA	3½	7	10½	7	74
Second Year	202-203	Advanced Medical Surgical Nursing	5	4½	Fall	2½	8	10½	16	168	IA	3	7	10	14	140
	206-207	" " "	5	4½	"	3	6	9	16	144	"	3	7	10	14	140
	210	Trends in Nursing	1	1	"	1	–	1	16	16	"	1	–	1	14	16
	*213-214	Psychiatric Nursing	3	4½	Spring	3	9	12	8	96	IIA	6	14	20	7	140
	*215-216	Nursing of the Critically Ill	2	4½	"	2	6	8	8	64	IIB	6	14	20	7	140
	219	Trends in Nursing	1	1	"	1	–	1	16	16	II	1	–	1	14	16
	220-221	Comprehensive Nursing	5	5	"	5	15	20	8	160	IIIA	6	17½	23½	7	165

*A semester calendar has four 8-week terms; the proposed trimester calendar has five 7-week terms. The addition to the nursing program of course 106-107 and the changes in courses 213-214 and 215-216 are meant to serve only as examples of how the extra term available in the trimester calendar could be used.

Summary:	Semester Calendar Units	Semester Calendar Total Hours	Trimester Calendar Units	Trimester Calendar Total Hours
First year Totals	18	544	20½	634
Second Year Totals	22	664	25	757
Two-Year Totals	40	1,208	45½	1,391

Some Notes on this Chart:

1. Units earned in a trimester are the same as semester units, each lecture unit requiring 16 units per term and each lab unit requiring 48 hours per term.
2. The sequence of courses above is for students who enter the program in September. A similar sequence is also available for students who enter in January/February.

scheduled would be increased to one hour and ten minutes. For example, Nursing 102, now scheduled for five hours of lecture per week for eight weeks (5 x 8 = 40 hours), would be held for six hours per week for seven weeks (6 x 7 = 42 hours). And Nursing 103, now scheduled for twelve hours of lab per week, would be increased to fourteen hours per week, with the number of hours increasing from 96 (12 x 8) to 98 (14 x 7). The total number of hours of instruction for the combined lecture-lab would increase from 136 to 140. Therefore, the Nursing Department could, if it chose to, compress an eight week course into seven by increasing a course like Nursing 102-103 from seventeen hours per week to twenty.

The other difference between the two calendars is the additional half-term (seven-week) period available in the trimester calendar. I suppose there are any number of ways such a period could be used. For example, a new course (106-107: Intermediate Medical Surgical Nursing) could be offered in Term IIIA to all first-year students: (By that time in the year, all first-year students would have taken 104-105: Medical Surgical Nursing.) However, since such a course would have an enrollment twice that of others in the program each student could enroll for approximately one-half as many hours. (If the hospitals could accomodate the students and if the courses could be staffed, Nursing 106-107 could meet for the same six hours of lecture and fourteen hours of lab that other first-year courses would meet.) In the second year, two courses, 213-214 and 215-216, presently taken in the same eight-week period, could each have its own seven-week instruction period as a result of the additional term in the trimester calendar.

The chart "Two Complete Cycles of Nursing Courses" shows how the sequence suggested above would be offered over a two year period to both the September and January classes. It should also give some idea

TWO COMPLETE CYCLES OF NURSING COURSES

PRESENT SEMESTER CALENDAR			PROPOSED TRIMESTER CALENDAR		
Sem.	Sequence for students who begin in Sept.	Sequence for students who begin in Feb.	Term	Sequence for students who begin in Sept.	Sequence for students who begin in Jan.
Fall	102-103 (A) 104-105 (B) - -		I	102-103 (A) 104-105 (B) -	
			II	108-109 (A-B) 110-111 (B-A) -	102-103 (A) 104-105 (B) -
Spring	108-109 (A-B) 110-111 (B-A) - -	102-103 (A) 104-105 (B)			
			IIIA	106-107	106-107
Fall	202-203 206-207 210 -	108-109 (A-B) 110-111 (B-A)	I	202-203 206-207 210	108-109 (A-B) 110-111 (B-A) -
			II	213-214 (A) 215-216 (B) 219	202-203 206-207 210
Spring	213-214 (A) 215-216 (A) 219 220-221 (B)	202-203 206-207 210 -			
			IIIA	220-221	215-216
Fall		213-214 (A) 215-216 (A) 219 220-221 (B)	I		213-214 (A) 219 220-221 (B)

of how the revised program could be staffed with very little variation from the current schedule. The left column of the list below gives the courses in groups according to the way they are presently staffed; e.g. Nursing 102-103 & 104-105 are taught by one group of the nursing staff, 108-109 by another, and so on. The right column lists the terms in which, over the complete cycle, these courses would be offered in the trimester calendar.

Nursing 102-103; 104-105	Terms I and II
" 108-109	" " " "
" 110-111	" " " "
" 202-203	" " " "
" 206-207	" " " "
" 210-219	" " " "
" 213-214	Terms IA and IIA
" 220-221	" IB and IIIA
" 215-216	" IIB and IIIA
" 106-107	Term IIIA

The staff for the first six groups above would have completed their existing teaching assignments in the first two 14-week terms. I am not sure what their assignments, if any, would be for Term IIIA. The staff for the next groups, 213-214 and 220-221, would have completed their existing assignments in Terms I, IIA, and IIIA. (The first course, 213-214, would involve a substantial increase in the number of hours scheduled per week and would probably require additional staffing.) The staff for 215-216 would fulfill their existing assignment in two consecutive 7-week terms, IIB and IIIA. (This course, too, because of the increase in the number of hours scheduled per week, would require some additional staffing.) Finally, the new course, 106-107, would be offered only in Term IIIA, and it, too, would require more staff.

As indicated in the "Summary" near the bottom of the chart "Scheduling of Courses in Nursing," there would be 1,391 total number of hours of instruction per student in the trimester calendar, compared to

1,208 hours in the existing semester calendar. The resulting increase - more than fifteen percent - in weekly student contact hours (WSCH) could offset any additional staffing costs. (Please Note: The fifteen percent increase given above may be slightly inflated because I have used 8 weeks and 16 weeks to calculate the totals for the present semester calendar. Actually, 8½ and 17 would have, perhaps, been more accurate. Nevertheless, in the trimester calendar, there would still be an increase in WSCH of nearly nine percent for the Nursing Department even if I had used 8½ and 17 rather than 8 and 16.) The additional staffing required by the new course and the substantial changes to two existing ones could probably be met by this increased WSCH. Also, since all of the staff members would have completed their existing teaching assignments in just twenty-eight weeks rather than in thirty-five, those instructors without an assignment in Term IIIA could, perhaps, teach or assist in some way during Term IIIA in the expanded offerings of the Nursing Department.

Finally, I would like to restate that the proposed trimester calendar has great potential for the college as a whole. I realize that the problems in changing to such a calendar are much greater in Nursing and in the other programs in the Division of Health Related Occupations, but at the same time I hope I have shown that such a change is possible, at least on paper. If the actual changes are much more complicated than I have indicated, especially those involving coordination between the college and all the hospitals involved, I would hope that the administration would give someone in the Nursing Department the released time necessary to resolve all the problems.

I pretend to no expertise in nursing curriculum. The additions and changes I suggested above are meant to serve only as examples of what could be done. I hope that in offering them I have offended no one.

I do realize, however, that a major change, such as adopting a trimester calendar, is difficult to bring about, so I feel obligated to myself to make as strong a case for it as I can. If the Nursing Department does not see much merit in my suggestions, perhaps they will at least recognize the sincerity of my effort and develop something that will work. I think the struggle will be worthwhile.

APPENDIX C.

SCHEDULING AUTO TECH COURSES IN THE TRIMESTER CALENDAR

The attached chart is a listing of all the day-time course offerings of the San Bernardino Valley College Automotive-Diesel Technology Department. They are grouped according to two-semester sequences and/or co-requisite courses. For example, the first pair of courses listed, 040-041, although having different course titles, may be thought of as a two-course sequence because the second course naturally follows the first, is taught by the same instructor, and has the same number of lecture hours and lab hours as the first course. The same may be said about the second pair, 046-047. The third group, 053-052 and 093-096, is somewhat the same except that it includes co-requisite courses, resulting in a two-semester sequence involving four courses rather than two. (On the chart, co-requisite courses are joined by a bracket. Also, in all groups involving co-requisites, the lecture course is listed first, resulting sometimes in reversals in the numbering system.)

The first seven groups of courses in this chart, from 040-041 to 080-081, are two semester sequences. A student may, of course, choose to or be allowed to take only a part of a sequence, but he needs two semesters to complete a sequence. The last two groups of courses, 084-083 and 091-090, are not a part of any sequence, and each, therefore, may be completed in a semester.

The column headed by "Present Semester Calendar" lists the number of lecture and lab hours per week presently required for each course, followed by the number of units of credit for each semester as well as for the year. The next column, "Plan A, Trimester Calendar," shows the same number of lecture and lab hours per week and the same number of units per year, but there is a difference in the number of units per term.

The units of credit in "Plan A, Trimester Calendar" are computed on an approximately 40%-40%-20% basis. These percentages are derived as follows:

Two 17½-week courses (forming a two-semester, 35 week sequence and having the same number of lecture and lab hours per week) carry the same number of units each semester. But the same two-semester sequence divided into two terms of 14 weeks and one term of 7 weeks (all meeting the same number of hours per week) would require that the number of units of credit in each term be in proportion to the relative length of each term. Thus, a 14-week course, since it is 40% of a 35-week sequence, would be for 40% of the total units of credit in the complete sequence. The 7-week term would be for 20% of the total units of credit.

Finally, in the column marked "Plan B, Trimester Calendar", the units of credit earned per term and per year are the same as those in the "Present Semester Calendar", but the number of lecture and lab hours per week has been increased by approximately 16% to compensate for the reduction in number of weeks. (This 16% figure is based on the idea that a semester, according to the Education Code, needs to be only 16 weeks long rather than the 17½ weeks that ours presently is.)

Consider, therefore, the two different ways a two-semester sequence of courses could be offered in the proposed trimester calendar. For example, 040-041 (which is presently offered for 5 hours of lecture and 20 hours of lab for 11 units of credit each semester for a total of 22 units), under "Plan A, Trimester Calendar", could be offered for the same total number of lecture and lab hours per week and carry 9 units of credit for the first 14-week term, 9 units of credit for

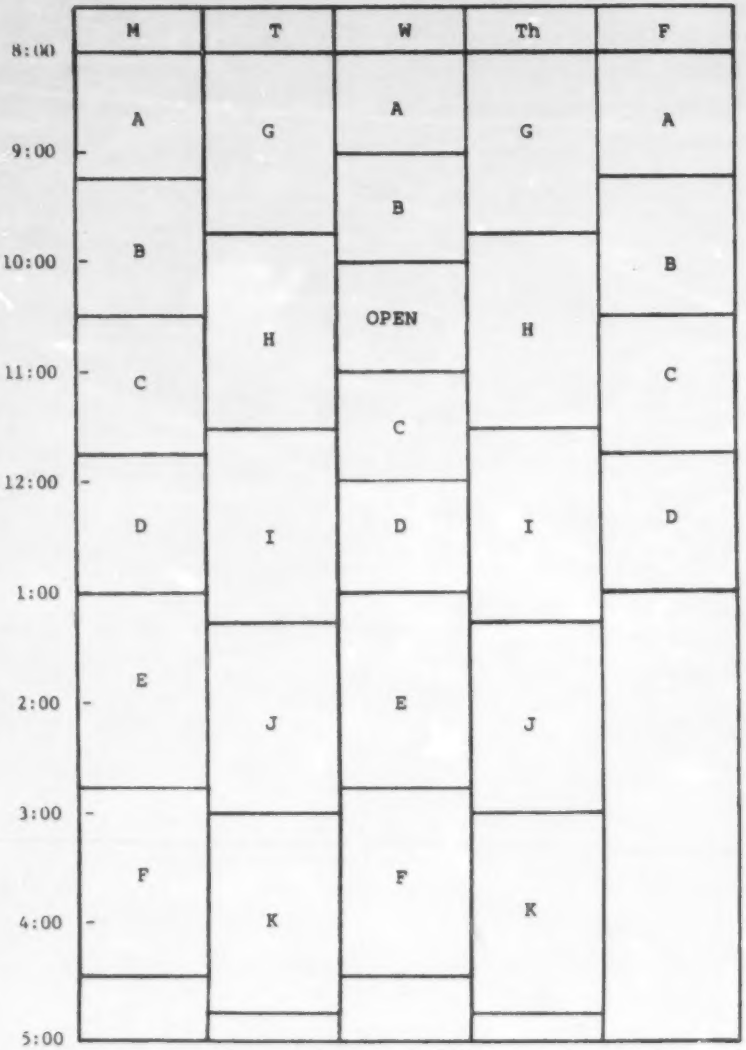
SCHEDULING OF COURSES IN AUTOMOTIVE-DIESEL TECHNOLOGY DAY DIVISION

Course Number	Title	Present Semester Calendar (Two 17½-week Semesters) Hours per week Lect	Lab	Total	Units/ Semester	Units/ Year	Plan A, Trimester Calendar (Two 14-week terms and one 7-week term) Hours per week Lect	Lab	Total	Units/ Term	Units/ Year	Plan B, Trimester Calendar (Two 14-week terms) Hours per week Lect	Lab	Total	Units/ Term	Units/ Year
040-041	Auto Body Repair (040)	5	20	25	11,11	22	5	20	25	9,9,4	22	6	23	29	11,11,-	22
	Auto Painting (041)	5	20	25			5	20	25			6	23	29		
046-047	Beginning Auto Body Repair (046)	3	12	15	7,7	14	3	12	15	5½,5½,3	14	3½	14	17½	7,7,-	14
	Beginning Auto Painting (047)	3	12	15			3	12	15			3½	14	17½		
053	Chassis Fundamentals	3	-	3	3,3	6	3	-	3	2½,2½,1	6	3½	-	3½	3,3,-	6
093	Engine Fundamentals	3	-	3			3	-	3			3½	-	3½		
052	Chassis Laboratory	-	12	12	4,4	8	-	12	12	3,3,2	8	-	14	14	4,4,-	8
096	Engine Laboratory	-	12	12			-	12	12			-	14	14		
060-061	Automotive Electricity	3	-	3	3,3	6	3	-	3	2½,2½,1	6	3½	-	3½	3,3,-	6
058-059	Automotive Electricity Laboratory	-	9	9	2,2	4	-	9	9	1½,1½,1	4	-	10½	10½	2,2,-	4
072-073	Engine Tune-up and Trouble Diagnosis	3	-	3	3,3	6	3	-	3	2½,2½,1	6	3½	-	3½	3,3,-	6
070-071	Engine Tune-up Laboratory	-	9	9	3,3	6	-	9	9	2½,2½,1	6	-	10½	10½	3,3,-	6
075-076	Theory of Hydraulic and Automatic Units	3	-	3	3,3	6	3	-	3	2½,2½,1	6	3½	-	3½	3,3,-	6
077-078	Hydraulic and Automatic Units Laboratory	-	9	9	3,3	6	-	9	9	2½,2½,1	6	-	10½	10½	3,3,-	6
081-082	General Automotive Technology	10	20	30	13,13	26	10	20	30	10½,10½,5	26	12	23	35	13,13,-	26
084	Automotive Mechanics	3	-	3	3,-	3	3	-	3	2½,-,-	2½	3½	-	3½	3,-,-	3
083	Automotive Mechanics Laboratory	-	6	6	2,-	2	-	6	6	2½,-,-	2½	-	7	7	3,-,-	2
091	Air-Cooled and Small Engines Theory	3	-	3	3,-	3	3	-	3	2½,-,-	2½	3½	-	3½	3,-,-	3
090	Air-Cooled and Small Engines Laboratory	1	5	6	3,-	3	1	5	6	2½,-,-	2½	1	6	7	3,-,-	3

the second 14-week term, and 4 (or, perhaps, 4½) units of credit for the 7-week term, for a total of 22 (or 22½) units of credit for the 35-week sequence. Under "Plan B, Trimester Calendar", this same sequence can be offered for 6 hours of lecture and 23 hours of lab for 11 units of credit in each of two 14-week terms for the same 22-units of credit. The students and their instructor would have completed their work in 28 weeks rather than in 35.

If neither Plan A nor Plan B seems to be totally satisfactory, a combination consisting of the better of the two alternatives for any given sequence or course could result in a schedule of Auto-Diesel Technology course offerings equal to the present one and compatible with the proposed change to a college-wide trimester calendar. The groups of courses boxed-off with dotted lines on the chart are possible choices.

I am not trying to suggest that a change to a trimester calendar will necessarily strengthen the Technical Training and Vocational Division. But I do strongly believe that such a calendar change would benefit the college as a whole. If the Technical Training and Vocational Division can offer its program within the framework of the proposed trimester calendar - as I have tried to show in this example of the Automotive-Diesel Technology program - without weakening those programs in any way, I would hope that the faculty in that Division would be willing to adapt its program to the proposed calendar change rather than argue too strenuously against it.



TRIMESTER CALENDAR THREE-UNIT LECTURE COURSES

(The "open hour" on this chart and on those that follow could just as easily be scheduled at a different time, such as Friday from 11:00 to 12:00.)

The courses listed below are 3-unit courses meeting 3 hours and 30 minutes per week for fourteen-week trimesters.

CODE

A: MF, 8:00-9:15; W, 8:00-9:00.

B: MF, 9:15-10:30; W, 9:00-10:00.

C: MF, 10:30-11:45; W, 11:00-12:00.

D: MF, 11:45-1:00; W, 12:00-1:00.

E: MW, 1:00-2:45;

F: MW, 2:45-4:30.

G: TTh, 8:00-9:45.

H: TTh, 9:45-11:30.

I: TTh, 11:30-1:15

J: TTh, 1:15-3:00.

K: TTh, 3:00-4:45.

Computations

Hrs. per wk. (courses A-D):

(2 meetings/wk.)x(1 hr. and 15 mins.) = 2 hrs. and 30 mins.
(1 meeting/wk.) x(1 hr.) = 1 hr.
Total = 3 hrs. and 30 mins.

Hrs. per week (courses E-K):

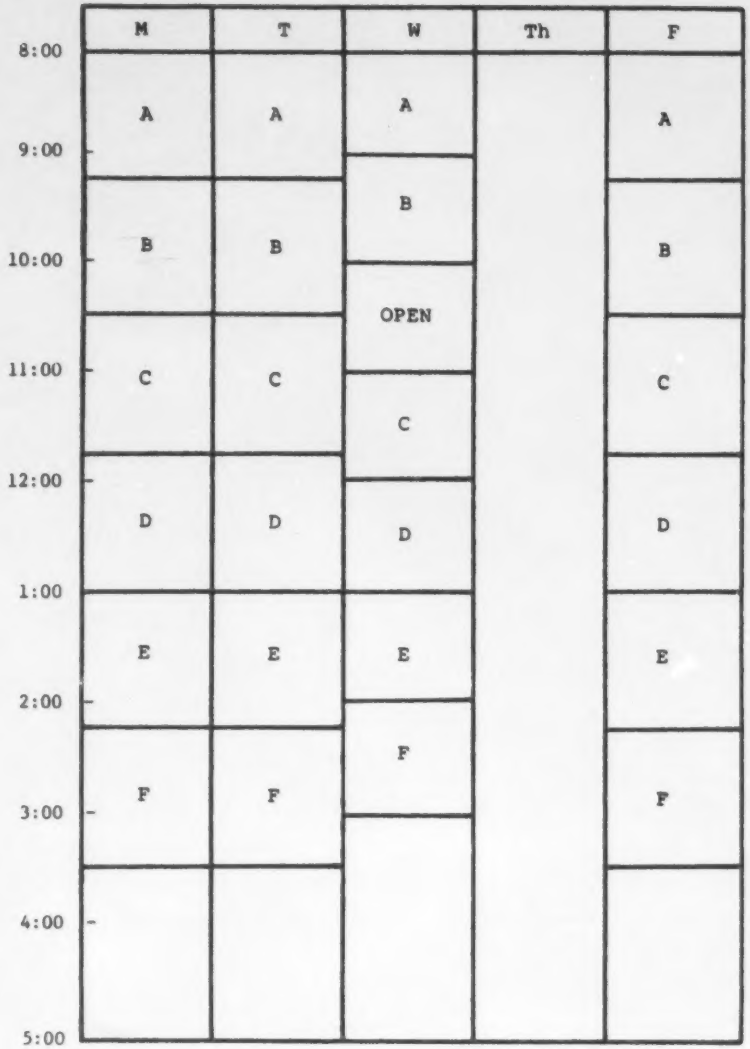
(2 meetings/wk.)x(1 hr. and 45 mins.) = 3 hrs. and 30 mins.

Hrs. per trimester:

(14 weeks)x(3 hrs. and 30 mins./wk.)=49 hrs.

State minimum for 3-semester-unit courses:

(16 weeks)x(3 hrs./wk.) =48 hrs.



The courses listed below are 4-unit courses meeting 4 hours and 45 minutes per week for fourteen week trimesters.

CODE

A: MTF, 8:00-9:15, W, 8:00-9:00.

B: MTF, 9:15-10:30; W, 9:00-10:00.

C: MTF, 10:30-11:45; W, 11:00-12:00.

D: MTF, 11:45-1:00; W, 12:00-1:00.

E: MTF, 1:00-2:15; W, 1:00-2:00.

F: MTF, 2:15-3:30; W, 2:00-3:00.

Computations

Hrs. per wk.:

(3 meetings/wk.)x(1 hr. and 15 mins.) = 3 hrs. and 45 mins.
(1 meeting/wk.) x(1 hr.) = 1 hr.
Total = 4 hrs. and 45 mins.

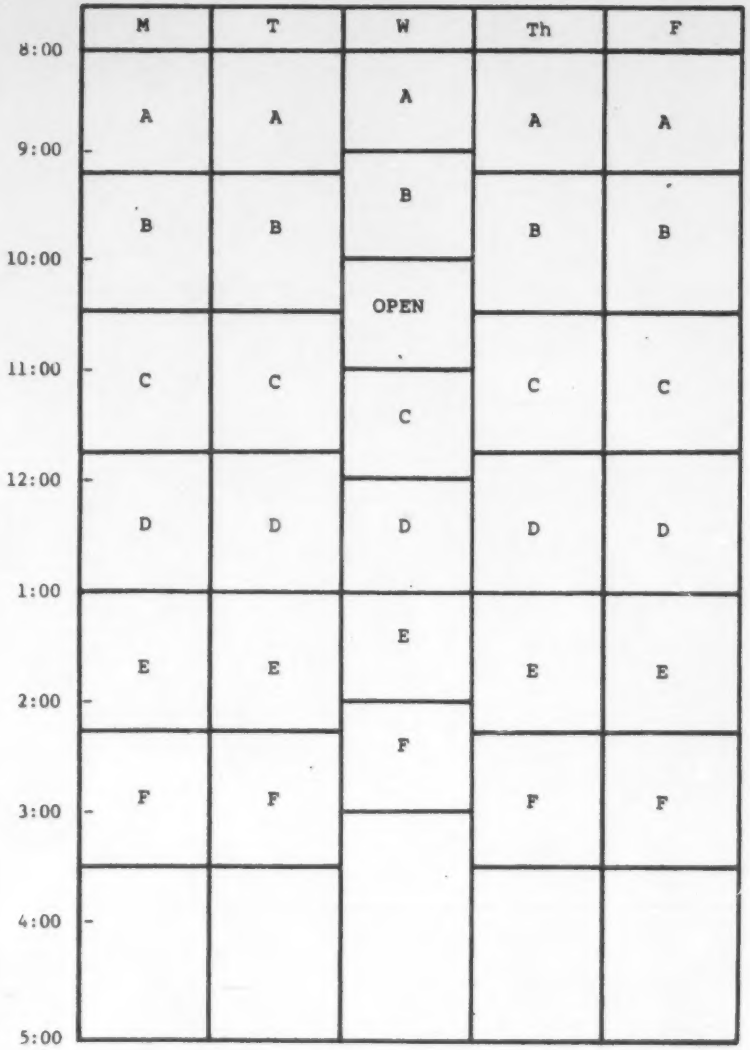
Hrs. per trimester:

(14 weeks)x(4 hrs. and 45 mins.) = 66 hrs. and 30 mins.

State minimum for 4-semester-unit courses:

(16 weeks)x(4 hrs./wk.) = 64 hrs.

TRIMESTER CALENDAR FOUR-UNIT LECTURE COURSES



The courses listed below are 5-unit courses meeting six hours per week for fourteen-week trimesters.

CODE

A: MTThF, 8:00-9:15; W, 8:00-9:00.

B: MTThF, 9:15-10:30; W, 9:00-10:00.

C: MTThF, 10:30-11:45; W, 11:00-12:00.

D: MTThF, 11:45-1:00; W, 12:00-1:00.

E: MTThF, 1:00-2:15; W, 1:00-2:00.

F: MTThF, 2:15-3:30; W, 2:00-3:00.

Computations

Hours per week:

(4 meetings/week) x (1 hour and 15 minutes) = 5 hours
(1 meeting/week) x (1 hour) = 1 hour
Total = 6 hours

Hours per trimester:

(14 weeks) x (6 hours/week) = 84 hours

State minimum for 5-semester-unit courses:

(16 weeks) x (5 hours/week) = 80 hours

71

TRIMESTER CALENDAR FIVE-UNIT LECTURE COURSES

72

TIME

FINAL EXAM DAY

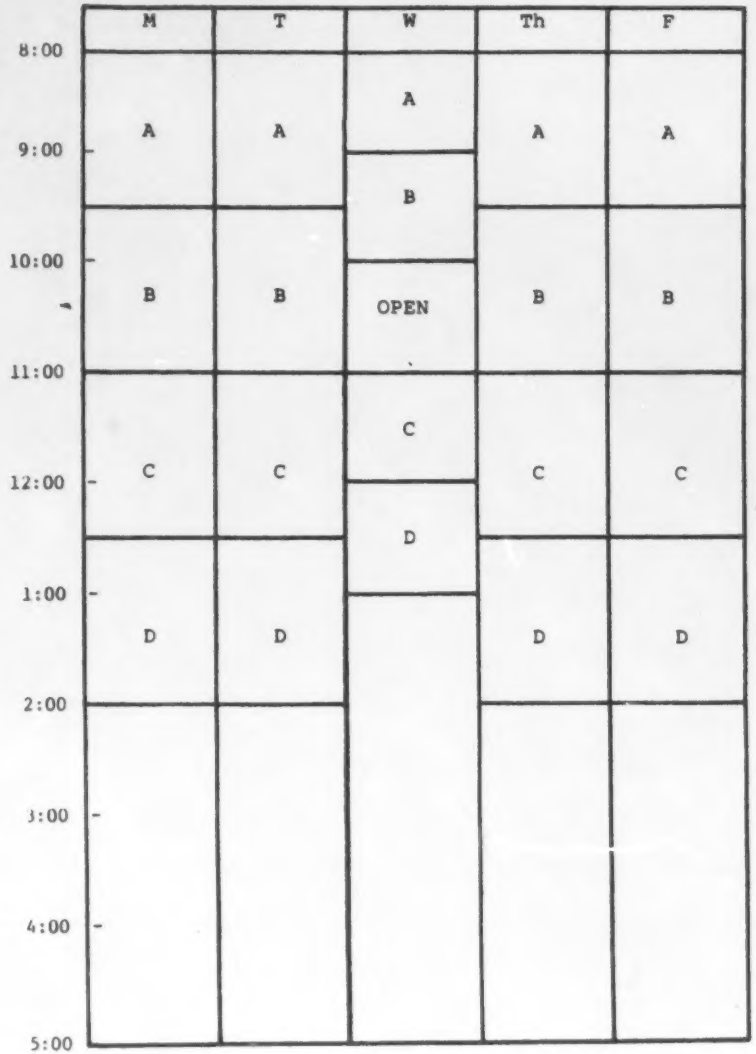
	1st	2nd	3rd	4th	5th
8:00	all English courses	T/Th** 8-11 labs & G courses	A courses	H courses	B courses
9:00					
10:00					
11:00	M/W* 11-2 labs & I courses	T/Th** 11-2 labs &	C courses	D courses	E courses
12:00					
1:00					
2:00	M/W* 2-5 labs & F courses	T/TH** 2-5 labs & J courses	K courses	Conflicts	Conflicts
3:00					
4:00					
5:00					

*M/W indicates labs meeting on Monday and/or Wednesday.
**T/Th " " " " Tuesday " Thursday.

CODE

	Weekly Class Meetings				Units
A:	MF,	8:00-9:15;	W,	8:00-9:00	3
	MTF,	8:00-9:15;	W,	8:00-9:00	4
	MTThF,	8:00-9:15;	W,	8:00-9:00	5
B:	MF,	9:15-10:30;	W,	9:00-10:00	3
	MTF,	9:15-10:30;	W,	9:00-10:00	4
	MTThF,	9:15-10:30;	W,	9:00-10:00	5
C:	MF,	10:30-11:45;	W,	11:00-12:00	3
	MTF,	10:30-11:45;	W,	11:00-12:00	4
	MTThF,	10:30-11:45;	W,	11:00-12:00	5
D:	MF,	11:45-1:00;	W,	12:00-1:00	3
	MTF,	11:45-1:00;	W,	12:00-1:00	4
	MTThF,	11:45-1:00;	W,	12:00-1:00	5
E:	MW,	1:00-2:45;			
	MTF,	1:00-2:15;	W,	1:00-2:00	3
	MTThF,	1:00-2:15;	W,	1:00-2:00	4
					5
F:	MW,	2:45-4:30;			3
	MTF,	2:15-3:30;	W,	2:00-3:00	4
	MTThF,	2:15-3:30;	W,	2:00-3:00	5
G:	TTh,	8:00-9:45;			3
H:	TTh,	9:45-11:30;			3
I:	TTh,	11:30-1:15;			3
J:	TTh,	1:15-3:00;			3
K:	TTh,	3:00-4:45;			3

TRIMESTER CALENDAR SCHEDULE OF FINAL EXAMINATIONS



The courses listed below are 3-unit courses meeting seven hours per week for seven weeks.

CODE

A: MTThF, 8:00-9:30; W, 8:00-9:00

B: MTThF, 9:30-11:00; W, 9:00-10:00

C: MTThF, 11:00-12:30; W, 11:00-12:00

D: MTThF, 12:30-2;00; W, 12:00-1:00

Computations

Hours per week:

(4 meetings/week) x (1 hour and 30 minutes) = 6 hours
(1 meeting/week) x (1 hour) = 1 hour
Total = 7 hours

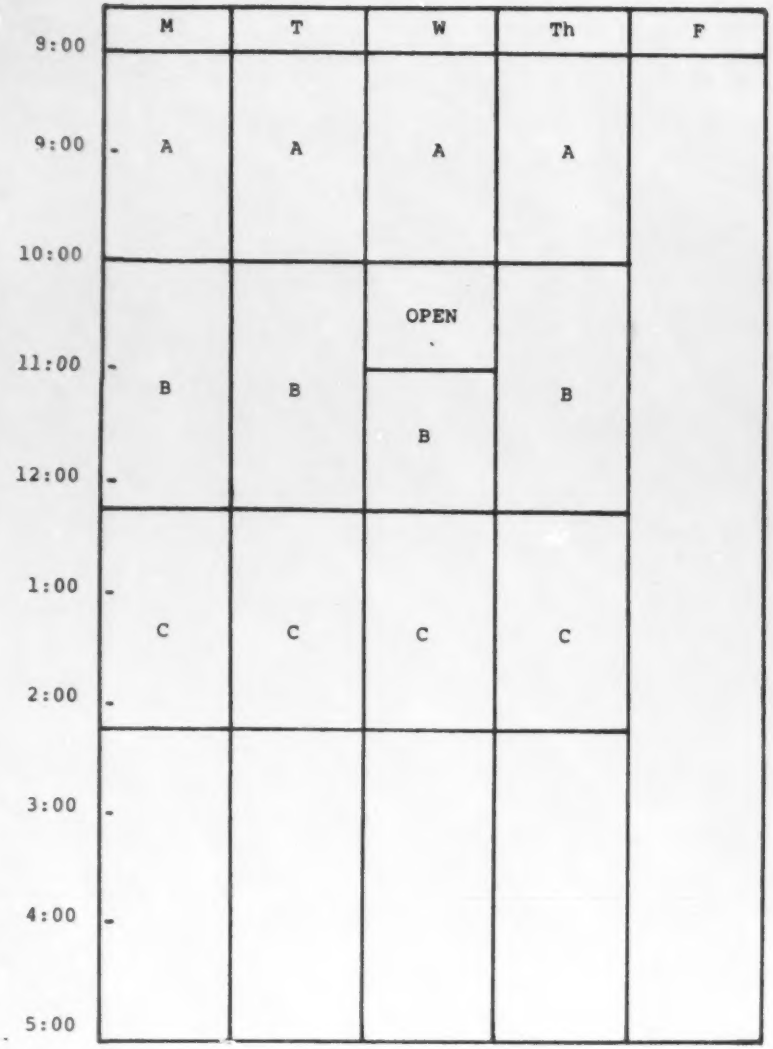
Hours per 7-week term:

(7 weeks) x (7 hours/week) = 49 hours

State required minimum for 3-semester-unit courses:

(16 weeks) x (3 hours/week) = 48 hours

TRIMESTER CALENDAR SEVEN-WEEK THREE-UNIT LECTURE COURSES



The courses listed below are 3-unit courses meeting eight hours per week for six weeks.

CODE A: MTWTh, 8:00-10:00

B: MTTh, 10:00-12:15; W, 11:00-12:15

C: MTWTh, 12:15-2:15

Computations

Hrs. per wk. (courses A and C):

(4 meetings/wk.)x(2 hrs.) = 8 hrs.

Hrs. per wk. (course B):

(3 meetings/wk.)x(2 hrs. and 15 mins.) = 6 hrs. and 45 mins.
(1 meeting/wk.) x(1 hr. and 15 mins.) = 1 hr. and 15 mins.
Total = 8 hrs.

Hrs. per 6-wk. term:

(6 weeks)x(8 hrs./wk.) = 48 hrs.

State required minimum for 3-semester-unit courses:

(16 weeks)x(3 hrs./wk.) = 48 hrs.

TRIMESTER CALENDAR SIX-WEEK THREE-UNIT LECTURE COURSES
(TERM III A ONLY, IN TRIMESTER CALENDAR HAVING 163 DAYS OF INSTRUCTION)

TRAINING TIME EQUIVALENCY TABLE - FULL TIME 12 CREDIT HOURS (VAR 14272(D))

USE OF TABLE. In determining whole weeks in the course, disregard fraction of 3 days or less and consider fraction of 4 days or more as a full week. Training time can be determined by reading across the credit hour line to the number of weeks per semester or quarter column. For example: 5 semester hours in 10 weeks equals (5 X 18 = 90 ÷ 10 = 9 sem. hrs.) 3/4 - Three Quarter Time Training.

Semester Hrs. Per Term	Number of Weeks Per Term														
	15 to 19	14	13	12	11	10	9	8	7	6	5	4	3	2	1
12 or more															
11	3/4														
10	3/4														
9	3/4	3/4													
8	1/2	3/4	3/4												
7	1/2	3/4	3/4	3/4	3/4										
6	1/2	1/2	1/2	3/4	3/4	3/4									
5	- 1/2	1/2	1/2	1/2-	1/2	3/4	3/4	3/4							
4	- 1/2	- 1/2	- 1/2	1/2	1/2	1/2	1/2	3/4	3/4						
3	1/4	1/4	- 1/2	- 1/2	-1/2	- 1/2	1/2	1/2	1/2	3/4	3/4				
2	1/4	1/4	1/4	1/4	1/4	1/4	- 1/2	- 1/2	- 1/2	1/2	1/2	3/4			
1	1/4	1/4	1/4	1/4	1/4	1/4	1/4	1/4	1/4	1/4	1/4	- 1/2	1/2	3/4	

FULL TIME

Quarter Hrs. Per Term	Number of Weeks Per Term								
	10 to 13	9	8	7	6	5	4	3	2	1
12 or more										
11	3/4									
10	3/4									
9	3/4									
8	1/2	3/4								
7	1/2	3/4	3/4							
6	1/2	1/2	3/4	3/4						
5	- 1/2	1/2	1/2	1/2	3/4					
4	- 1/2	- 1/2	1/2	1/2	1/2	3/4				
3	1/4	- 1/2	- 1/2	- 1/2	1/2	1/2	3/4			
2	1/4	1/4	1/4	1/4	- 1/2	- 1/2	1/2	1/2		
1	1/4	1/4	1/4	1/4	1/4	1/4	1/4	1/2	1/2	

FULL TIME

TRAINING TIME

"BLANK" - Full Time
3/4 - Three Quarter Time
1/2 - One Half Time
- 1/2 - Less Than One Half more than One Quarter
1/4 - One Quarter or Less

(These tables replace those published in the March, 1975, Vet-Reporter.)

ERIC BIBLIOGRAPHY
(Listed in Chronological Order)

GENERAL

1. Survey -- Year-Round Utilization of College Facilities, A Summary Report. John L. Reiter. Los Angeles City Schools. Feb., 1965. (ED 011-448)

2. Evaluation of Year-Round Operations at the University of California and the California State Colleges. Touche, Ross, Bailey and Smart. San Francisco. Sept., 1968. (ED 101-652)

3. 9+ The Year-Round School. American Association of School Administrators. Washington, D.C. 1970. (ED 040-497)

4. The Impact of a Rescheduled School Year: A Special Report Prepared for the Govenor and the Legislature of the State of New York. New York State Education Dept. Albany. March, 1970. (ED 040-234)

5. A Report on Academic Calendars. Loyd C. Oleson. American Association of Collegiate Registrars and Admission Officers, Athens, Ohio. 1971. (ED 060-809)

6. A Comparative Analysis of University Calendar Systems. Council of Ontario Universities, Toronto. October, 1971. (ED 069-240)

7. Abstracts and Reviews of Research in Higher Education, Number 15. College and University Calendars. Murray Melnick. Hofstra University, Hempstead, New York. Nov., 1971. (ED 056-646)

8. Time and Opportunity. The School Year. The Fifth Report of the Commission on Public School Personnel Policies in Ohio. Cleveland. June, 1972. (ED 076-500)

9. Abstracts and Review of Research in Higher Education. College and University Calendars. A Second Review. Number 18. H. M. Davidovicz. Hofstra University, Hempstead, New York. Nov., 1972. (ED 072-723)

10. Year-Round Schools and Urban School Finance. John J. Callahan and others. Virginia University, Charlottesville. May, 1973. (ED 083-733)

11. Changing the School Calendar: Impact on Vocational Education in the Technology Division. Gary L. Parsons. Nova Univ., Fort Lauderdale, Fla. April, 1974. (ED 094-808)

12. A Study of Possible Calendar Variations for the San Diego Community College District. Florence A. Smith. San Diego Community College District, Calif. Aug., 1975. (ED 124-254)

4-1-4 AND EARLY-START SEMESTERS

13. Research Project Investigating the 4-1-4 Month Calendar Plan. T. L. Pittenger. Culver-Stockton College, Canton, Mo. Feb., 1968. (ED 033-677)

14. A Survey of Ninety-Five Colleges Concerning Academic Calendar and the 4-1-4 System, Summer Employment of Faculty, and Sabbatical Leave. Laura B. Clayton. Lenoir Rhyne Coll., Hickory, N.C. 1969. (ED 034-496)

15. An Interim Term Digest. Jack L. Armstrong. Macalester College, St. Paul, Minn. 1969. (ED 040-667)

16. An Evaluative Study of the Effects of Adoption of the 4-1-4 Calendar-Curriculum Format. Final Report. Timothy E. Lightfield. Eckerd College, St. Petersbury, Fla. Sept., 1972. (ED 068-039)

17. Report on 4-1-4 Evaluation Research. Timothy E. Lightfield. Association for Innovation in Higher Education. St. Petersburg, Fla. 1972. (ED 077-317)

18. The University Calendar: Attitudes of Students, Faculty, and Administrators. Clinton I. Chase and others. Indiana University, Bloomington. 1974. (ED 098-865)

19. A Study to Determine Adopting an Early Semester Calendar at Ventura Community College District. William I. Bendat. Nova University, Fort Lauderdale, Fla. April, 1974. (ED 094-805)

20. Calendar Evaluation: Recommendation to Return to Traditional Calendar for 1977-78 Academic Year. David C. Scott. Bakersfield College, Calif. Dec., 1976. (ED 134-282)

21. "Intersession": Flexible Calendar Pilot Program. 1976-77. Henry R. Walters. Cosumnes River College, Sacramento, Calif. Feb., 1977. (ED 134-285)

QUARTER SYSTEM

22. The Year-Round School. Herman Torge, Southwestern Ohio Educational Research Council, Inc., Middletown, Ohio. 1968. (ED 057-465)

23. Student and Staff Evaluation of the Quarter System at Western Wisconsin Vocational, Technical, and Adult Education District. Final Report. La Crosse, Wisc. 1974. (ED 087-874)

24. Year-Round Education at the University of Minnesota Technical College, Waseca. Edward C. Frederick. Waseca, Minn. May, 1975. (ED 118-177)

25. A Report on the Academic Calendar: Quarter System or Semester System? Chabot College, Hayward, Calif. Oct., 1975. (ED 115-350)

26. Calendar Study Final Report. College of the Redwoods, Eureka, Calif. April, 1976. (ED 134-259)

SYSTEMS USING EXTENDED CLASS PERIODS

27. The Experimental School Calendar. Boris Blai, Jr. Harcum Junior College, Bryn Mawr, Pa. Feb., 1970. (ED 037-201)

28. New Approaches to Flexible Scheduling at Harwood Junior High School. E. Don Brown. Hurst-Euless-Bedford Independent School District, Hurst, Texas. Feb., 1975. (ED 101-460)

29. Pilot Study at Ramsay High School, Birmingham Public School System. Birmingham, Alabama. The Trimester Plan as it Relates to a Secondary Art Program: Advantages, Disadvantages, and Opportunities Implied. Maree Macon Blackwell and Florence A. Kegley. April, 1976. (ED 122-416)

OTHER SYSTEMS

30. An Analysis of the Colorado College Plan. George A. Drake. Toledo University, Ohio. Center for the Study of Higher Education. March, 1973 (ED 078-761)

31. Reallocation of Time and Resources. The New Oshkosh Calendar Plan. W. Sam Adams and Timothy H. Hoyt. Wisconsin University, Oshkosh. 1976. (ED 127-871)

COURSE SCHEDULING

32. Evening Class Schedules of Large Colleges and Universities. J. Philip Dalby. Cuyahoga Community College, Cleveland. Oct., 1967. (ED 020-744)

33. Block Scheduling in the Community Junior College. Clifford C. Courson and Corinne O'Brien. 1968. (ED 019-951)

34. Faculty survey on the "Free Hour". Research Study No. 75-3. Ben K. Gold. Los Angeles City College, Calif. (ED 101-820)

35. Evening College Enrollment Study, Spring, 1975. American River Junior College, Sacramento, Calif. August, 1975. (ED 110-150)

36. Class Time Scheduling at Bakersfield College. David C. Scott. Bakersfield College, Calif. Feb., 1976. (ED 119-755)

PART-TIME EMPLOYMENT

37. Legislation and Part-Time Employment. Allan L. Petersen and others. California Community Colleges, Sacramento, Calif. Feb. 1976. (ED 134-256)

BIBLIOGRAPHIES

38. Academic Calendars; A Bibliography; Selected References on Academic Calendars in Higher Education through December, 1969. Robert F. Grose, Ed. Amherst College, Mass. April, 1970. (ED 053-666)

39. Year-Round Schools. A Chronological Selected Bibliography from 1907 to 1972. Joyce Gayden and Barbara Thornton. Richland County School District 1, Columbia, S.C. 1972. (ED 087-140)

40. Annotated Bibliography: Extended School Year Materials. Fifth Edition. Paula Schwartzman and Bruce Campbell. March, 1975. (ED 104-021)

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 30 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES